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ABSTRACT

A handbook on teaching is presented that covers teaching preparation, the first teaching experience, teaching methods, testing and grading, instructional evaluation and improvement, relationships with students, and teaching resources. An introductory section briefly describes programs for faculty and teaching assistants and programs for students at Stanford University's Center for Teaching and Learning. Specific topics include: instructional objectives, the syllabus, time schedule and courses and degrees, classrooms, office hours, lectures and discussion sections, review sections, introductory laboratories and the teaching assistant's (TA) role, test construction, grading, academic honesty and dishonesty, course evaluations, counseling students, "problem" students, and relationships between faculty and TAs. Teaching resources at Stanford University are identified, and the following materials are appended: the honor code, the sexual harassment policy statement, and information on formal grievance procedures. Also included are evaluation forms for TAs, language sections, and laboratory sections. (SW)

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Teaching at Stanford

An Introductory Handbook

Revised Edition

Lynn Di Michele Fisher

Center for
Teaching and Learning

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HE 020 206

September 1985

A Note from the Deans

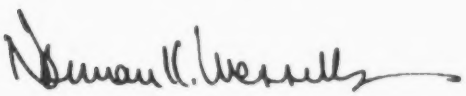
You have now been given the opportunity to combine your research with teaching. Our expectation — and our experience — is that you will be able to do both with satisfaction and accomplishment. Your students will benefit from your participation in the creation of new knowledge while your own learning will deepen through the process of explaining your field to others.

Complementary as research and teaching can be, however, the latter remains a separate skill that, with few exceptions, must be acquired and refined. For this reason, we provide this handbook as a brief but thorough introduction to the responsibilities — and the enjoyment — that you will experience in the classroom.

We also hope that the reading of this handbook will be only the beginning of the efforts that you will make as a teacher. Methods to improve teaching have been the focus of particularly energetic research and experimentation within academia for at least the past ten years. Because of these efforts, you have available an abundance of resources to help you evaluate and enhance the effect that you are having on your students' learning. The Center for Teaching and Learning, producer of the handbook, can acquaint you with these resources.

Sincerely,

Elizabeth C. Traugott
Vice Provost and Dean of Graduate Studies



Norman K. Wessells
Dean of Humanities and Sciences

Teaching at Stanford

An Introductory Handbook

Revised Edition

Edited by Michele Fisher

Based in part on *Handbook for Teaching Assistants at Stanford (1977, 1979)*
edited by Patricia O'Connell Killen and Carrie Walker

A publication of
the Center for Teaching and Learning
Stanford University
Stanford, California 94305

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Preface

The original and revised editions of this handbook are based in part on the earlier *Handbook for Teaching Assistants at Stanford* (1977, 1979), edited by Patricia O'Connell Killen and Carrie Walker. There have been important changes, however. The title has been altered to reflect that the handbook has been and will continue to be used not only by teaching assistants, but by teaching fellows, lecturers, instructors in various extradepartmental programs, and faculty. To accommodate this, the content of the new version has been broadened beyond the concerns and responsibilities specific to TAs and has been addressed to "teachers" or "instructors" rather than "teaching assistants." In addition, most sections have been expanded to include the suggestions or ideas of those who have commented upon the handbook in its earlier versions. Finally, a few sections are totally new — the Introduction and the parts on "Course Design," "The First Class of the Quarter," "Review Sections," "Other Teaching Methods," "Teaching Improvement," "Grade Grubber," "Physically Limited Students," "Additional Teaching Resources," "Teaching Awards," and "Sexual Harassment Policy."

Even with these substantial changes, I anticipate and welcome the need for future revisions of the handbook. Teaching at Stanford is receiving growing attention; resources to support it must similarly develop. I especially hope that those of you using the handbook will continue to send in your comments and suggestions.

Michele S. Fisher

Dr. Michele Fisher
Director
Center for Teaching and Learning
July 1985

Acknowledgements

So many members of the Stanford community contributed in some measure to this handbook that there is a danger of a few names slipping through. The following list therefore attempts to be comprehensive but cannot be exhaustive.

Special thanks are due to Patricia O'Connell Killen and Carrie Walker, editors of the first two versions of the handbook, on which this has drawn liberally, and to the following people who have written or rewritten substantial sections: Guy Browning for "Counseling Students"; Evanne Casson for "Grading" and "TA-Faculty Relationships"; Steve Fazzari and David Weisberg for "Review Sections"; Joe Lepgold for "Lectures" and "Discussion Sections"; and Kathy Williams for "Introductory Labs." Allison Read gave generously of her time and ideas to the section on "Physically Limited Students." James Milojkovic rewrote "Instructional Objectives" and commented extensively and helpfully on the entire manuscript. Callie Elliston, assistant director of CTL from 1981-84, also made generous contributions to an earlier revision.

Particular thanks are due to Dean Norman Wessells, Associate Dean Carolyn Lougee, and Associate Dean Arnice Streit of Humanities and Sciences and Dean Gerald J. Lieberman and Associate Dean Cecilia Burciaga of Graduate Studies and Research for the financial contributions that made the handbook possible and for their general support of the Center.

As always, the staff at News and Publications Service greatly assisted with design, production, and photographs from their files. Evelyn Shiro created the Center for Teaching and Learning logo which is being used on this publication.

A final word of appreciation to those offices which helped us to gather necessary information, especially for the "Additional Teaching Resources" section; to those in the department who will help distribute this; and to the faculty, graduate students, and other teachers who have used and talked to us about the handbook.

Table of Contents

A Note from the Deans

Preface

Acknowledgments

Introduction

I. The Center for Teaching and Learning (CTL) — 4

II. Teaching Effectively — 6

A. Preparation for Teaching

1. Course Design — 6
   a. Instructional Objectives — 6
   b. Course Outline — 6
   c. Syllabus — 7
2. Administrative Details — 7
   a. Book Orders — 7
   b. *Time Schedule* and *Courses and Degrees* — 7
   c. Classrooms — 7
   d. Course Abstracts — 7
   e. Reserve Books — 7
   f. Office Hours — 8
   g. Working with a Professor — 8
   h. The Department Secretary — 8

B. Getting Started

1. Your First Teaching Experience — 8
2. The First Class of the Quarter — 9

C. Common Teaching Situations

1. Lectures — 9
2. Discussion Sections — 11
   a. Asking Questions — 12
   b. Increasing Class Participation — 13
3. Review Sections — 14
4. Introductory Labs (the TA's role) — 15
5. Other Teaching Methods — 16

D. Testing and Grading

1. Test Construction — 17
2. Grading — 18
3. Academic Honesty and Dishonesty — 20

E. Evaluating and Improving Your Teaching

1. Course Evaluations — 20
2. Teaching Improvement — 21

F. On the Personal Side

1. Counseling Students — 22
2. Physically Limited Students — 23
3. "Problem" Students — 24
4. Resolving Conflicts — 25
5. Writing Letters of Recommendation — 27
6. TA-Faculty Relationships — 27

G. Teaching and Your Professional Future — 28

III. Additional Teaching Resources — 29

IV. Appendices — 31

A. Teaching Awards — 31
   The Gores Award Winners, 1971-1985
B. Center for Teaching and Learning
   Student Evaluation Forms for TAs — 32
C. Honor Code, With Interpretations and Applications —38
D. Sexual Harassment Policy — 39

V. Short Bibliography on College Teaching — 40

Introduction

If you are like most teachers, you will approach a handbook on teaching with some skepticism. Even if you do not believe "teachers are born, not made," you will probably doubt that anyone else can tell you how to do something as personal and elusive as teaching.

To a certain extent, you will be right. There is no substitute for your actually entering the classroom, starting off, and seeing what happens. If you are lucky or gifted or both, your course may actually go well from the first moment, freeing you — seemingly — from the advice of others. Even if you are unlucky and your first teaching experiences do not go well, you will probably decide that it is because of some flaw in your character or one in that of your students, which no outside advice can help.

Here you will be wrong. Whatever else it is, teaching definitely comprises a set of skills that can be learned, just as writing, acting, or speaking in public can be learned. This does not guarantee that you will learn to be a great teacher any more than everyone who studies writing becomes a Jane Austen or everyone who studies public speaking becomes a William Jennings Bryan. It does mean that you can learn to do a very good job, one good enough to give you satisfaction.

This handbook introduces you to some of your more important skills. Necessarily — because scientists, humanists, social scientists, and engineers will be reading this — the advice has had to be a bit general. We urge you to uncover the necessary specifics for your field by talking to colleagues, reading on teaching in your subject, reflecting on your own experiences, and watching carefully those who already know how to teach your area well. We expect that you will find enough, however, to get you started with confidence and a notion of what lies ahead.

In varying lengths of time, you will go beyond the handbook to develop your own teaching style, one that may even controvert some of the advice given here. You will know how to make the unusual, the off-beat, and the spontaneous work for you and your students. That is the purpose of any introductory handbook such as this — to let you use the experience and advice of others to help you find, eventually, your own way.

I. The Center for Teaching and Learning

The Center for Teaching and Learning (CTL) has provided the Stanford community with services and resources on effective teaching since 1975. In 1984 it began offering learning support services as well to all undergraduate and, to some extent, graduate students. This section describes both sets of services in some detail, to acquaint you with resources that you might want to use yourself and with those which can be of help to your students.

Faculty and TAs use CTL for a variety of reasons. Some are teaching at the university level for the first time and want objective information on how well their courses are going, and how, if need be, they might improve. They also want to discuss this information with someone who has seen a broad array of teaching styles and can suggest alternatives or additions. Others have taught for many years but are trying a new course or a new format and want to check out students' reactions. In all cases, for whatever reasons the teacher comes to CTL, the services provided are free and confidential.

Services to students are, similarly, free of cost and designed for a variety of needs. Bright students who have not yet learned to organize their time or take good notes can enroll in an introductory course on study skills or a time management workshop. Talented humanities majors who are unsure of themselves in the sciences or math can ask for tutoring in these courses. Students unused to heavy reading loads or close readings can take a reading rate improvement course. Finally, successful students who would enjoy the personal satisfaction of helping others can take a tutor training class and join our peer tutoring program.

Programs for faculty and teaching assistants

Fall Orientation

Each fall quarter the Center sponsors a half day of presentations and workshops to prepare new instructors or teaching assistants for their duties and to suggest new ideas and methods for the already experienced.

Consultants

Consultants are available to advise you on your teaching by making classroom visits, reviewing videotapes, suggesting specific improvements, or talking over a particular problem. They can also help you prepare for a professional presentation or job talk. All consultation is completely confidential and individualized.

Videotaping

One of the most effective ways to evaluate and improve your teaching is to be videotaped in the classroom. This can be arranged by calling the Center approximately a week in advance and setting up a time; the entire service is free and confidential. We will send out a videotape technician who will record your class with a minimum of disruption. Consultation is available and encouraged during viewing of the tape. If you want to keep the tape — to make it a part of your placement file, for example — you may do so by paying its replacement cost (currently $10).

Evaluation Methods

Although it is possible to rely on your feelings for a sense of how your teaching is going, you may prefer — and search committees definitely prefer — evidence of your instructional strengths and weaknesses. For this, the Center recommends:

- Midquarter student evaluation questionnaires designed for TAs and available in three forms: discussion sections, labs, and foreign language classes.

- Student small group evaluation: a consultant comes to your class midquarter and, after you have left, divides your students into groups of six or fewer. Each group is given ten minutes to select a spokesperson, agree on what they value about your course, what areas need improvement, and specific suggestions for change. The results are given to you later in a private consultation.

Stanford Series on University Teaching/ Other Lectures and Workshops

Each year, CTL sponsors a series of talks on seven essential aspects of effective university teaching: conceptualizing a course, constructing a syllabus, lecturing, leading discussions, giving exams and grading, interacting with students, and considering values and ethics in teaching. Given by some of Stanford's most outstanding faculty, the talks can be viewed live or on videotape. Graduate students who take part in all seven of the presentations can receive a letter, describing the series, for their placement file. Contact CTL for futher details.

In addition to the Stanford Series, CTL regularly sponsors other lectures and workshops on teaching. Watch the *Daily* or posters in your department for announcements of future talks.

Personalized Practice Sessions

If you are going to be giving a talk or seminar or presenting a paper at a professional conference, you may want to perfect your presentation ahead of time. The Center can help you with this by setting up an individualized practice session under realistic conditions. At your option, you can practice alone, with a videotape camera, a consultant, or a small audience of volunteer peers. Graduate students who take advantage of such sessions tell us that they vent much of their nervousness through the practice and gain confidence from being taped or from having others see their presentation. There is no charge for this service.

Resource Center

The Center has a library of materials (videotapes as well as books) on teaching and teaching improvement, all of which is available for browsing or borrowing. Center staff can also serve as liaison to other resources on campus.

Linguistics 692 — Speaking and Teaching in English

Every quarter, in association with the Linguistics Department, CTL cosponsors a credit course for nonnative speaking prospective TAs on improving their English and developing their teaching skills. Students in the course give weekly presentations, all of which are audiotaped for evaluation and four of which are videotaped. Before being accepted into the course, students must call the Linguistics department (7-3636) to arrange for a screening of their English.

Programs for students

Peer Tutoring

CTL will arrange free tutoring, up to eight hours per course per quarter for any class except writing or Human Biology, for any currently enrolled Stanford undergraduate. To receive a tutor, a student simply comes to the CTL office and fills out a brief application. The name of an appropriate tutor is usually available by the next afternoon. Tutors are undergraduates who have been recommended by a faculty member and taken a training course or they are graduate students with teaching experience.

Coursework

Contrary to popular opinion, not all Stanford students are satisfied with their training in study skills. TAs and faculty don't always have the time, however, to address every student's concerns, especially if the problems seem to go beyond a difficulty in grasping course material. You should be aware, then, that CTL provides coursework for students interested in becoming more efficient learners:

CTL 1, Learning Strategies, is a broad introduction to effective study techniques including time management, self-management, note-taking, identification of implicit and explicit assumptions in an argument, as well as logical fallacies, concentration and memory, mapping, preparing for and taking exams, flexible problem-solving strategies, relaxation techniques and other strategies for dealing with test anxiety, library research, and the theory and usefulness of speed reading. The 2 unit P/NC course is offered every quarter.

CTL 4, Reading Rate Improvement, aims to double a student's reading rate while maintaining or improving comprehension. While much of the course consists of drills and techniques for developing control of a range of reading speeds, lectures and readings also focus on methods of improving critical reading skills. The course is offered for 1 unit, P/NC, every quarter.

Study Skills Counseling

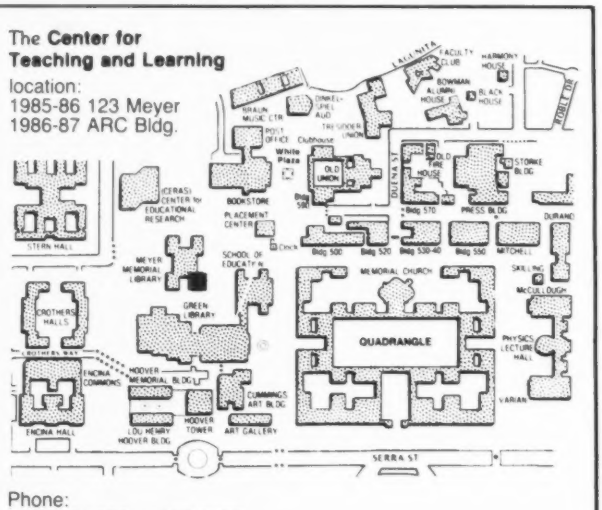
Undergraduates are welcome to drop by CTL during regular office hours (M-F, 8:30-12:00 and 1:00-5:00) to discuss more effective study techniques and resources. Occasional workshops on time management, test anxiety, and other areas of particular interest are also offered.

Tutoring Opportunities and Training

Undergraduate and graduate students who want to share their particular academic expertise and earn some extra income can apply to CTL to be trained as tutors. They will be asked to take CTL 120, a credit-bearing course on tutoring principles and techniques.

The Center for Teaching and Learning

location:
1985-86 123 Meyer
1986-87 ARC Bldg.



Phone:
415-497-1326 or 497-2207

II.
Teaching Effectively

Teaching is a highly individual matter; no source can pretend to have the last word. The following comments are designed to be suggestive, not prescriptive. We hope they will be helpful, especially to those of you who are teaching for the first time.

How to Use This Section:

Teaching duties vary widely from department to department and from assignment to assignment within departments, so comments useful to one of you may not be useful to another. "Teaching Effectively" can be read selectively. Skip, skim, or read carefully whatever is relevant to your own teaching situation.

A. PREPARATION FOR TEACHING

1. Course Design*

a. Instructional Objectives

Whether you are giving your own course or leading a section, you will need to give some thought to an overall instructional plan. Advice for laying such plans generally emphasizes that you work backwards — that is, that you clearly define for yourself what you expect the students to have learned by the end of your course or section. To be useful, such a definition should be made as specific as possible. You will not have helped yourself very much, in other words, if you simply say that by the end of the quarter students should have learned "Modern Chinese History." You will help yourself and your students a great deal more if you decide that they should be able to periodize modern Chinese history, identify its motive forces, analyze the causes of its revolution, and contrast these developments to those in modern Russia. You will help yourself still further if you also take into account whether you want to affect your students' attitudes and values besides enabling them to learn certain types of information and various intellectual skills.

Some texts on instructional design go even further and urge that your objectives be couched in specifically behavioral terms. For example, the objective "understand Newton's Second Law of Motion" is vague; how will you or your students know that such an understanding has been achieved? What unambiguous behavior would lead an outside observer to infer that the students have grasped this important law? A more precise operational objective would be, "Given a written statement involving the mass and acceleration of a body, the student could calculate the force applied." Another example: the objective "understand the LOTS text editor" could be rephrased "Given a file containing a program listing, generate a new file by calling and using the LOTS text editor." Note that the concreteness of these behavioral objectives allows no room for ambiguity. It forces you to think through exactly what you expect your students to be able to do after taking your course.

Your goals will also have to take into account such practical considerations as departmental expectations for your course, whether or not it is part of a sequence, the school calendar, the preparation and commitment that can be expected of your students, the availability of resources, and your own strengths as a teacher. Obviously, you will be in a better position to cope with any limitations if you begin your planning well in advance and have the time to work around problems that arise. One source recommends that you start at least three months before the class is to begin. (Philip G. Zimbardo and Terry Maul, *Psychology and Life: The Instructor's Resource Book*, 11th ed. [Glenview, Ill.: Scott, Foresman and Co., 1985]).

Once you have decided on your goals and faced any limitations, you will need to decide how to evaluate whether the students have attained your objectives. This means deciding on your testing procedures and grading policies. If you will be stressing mainly factual information, then you will probably want to rely on short answer or multiple choice questions; you may want to test frequently. If you will be stressing analytical skills or value change, then you will probably want to use essay exams; a midterm and final may be enough or a long paper may be even more appropriate.

b. Course Outline

The next step is to develop your course outline. Your objectives will serve as a general guide throughout, but other decisions will have to be made. You will probably have a good sense of the major topics that you will cover but to be thorough, you can check the major textbooks in your field, curriculum guides if they exist, the concerns of the leading journals in your field, and the precedents of colleagues. You will also want to decide on an order for these topics. A system may immediately suggest itself — such as proceeding chronologically or from the abstract to the specific — but beyond this you will want to be sure that student learning builds on itself. Put simply, you would not expect students to write essays until you were positive that they could write paragraphs. Similarly, you would not expect them to be able to compare interpretations of an historical event until they had first learned how to analyze an argument.

You are probably ready now to choose your readings. A major decision will be whether or not to adopt a general text. If you are like most teachers, it is unlikely that there exists any one book that you wholeheartedly endorse; students, on the other hand, normally seem to prefer at least one work that integrates the course for them. They are also unlikely to appreciate the expense of several books or the inconvenience of a great deal of material on reserve. One solution is to make the students responsible for mastering the text and then use your lectures to present alternative points of view. Since students are often confused by contradiction, be sure to explain to them at the beginning what you will be doing. If you don't choose a text, you will still have to decide whether readings will

*Wilbert J. McKeachie, *Teaching Tips: A Guidebook for the Beginning College Teacher*, 7th ed. (Lexington, Mass.: D. C. Heath, 1978): chapter 2 was a general guide in writing this section. A presentation by Professor Richard Scott of Sociology also served as a major source on "Course Outline."

largely reinforce each other and your lectures or whether they will enrich and possibly conflict.

With the topics and readings decided, you will want to give thought to your teaching technique in covering the subject matter. Will you want to lecture throughout? Will role playing do a better job of helping students learn about power situations for example? Is there a film that does a particularly good job of covering an area like behavior modification? Should you schedule occasional discussions?Although lecturing might seem to be the natural mode, remember that in general it encourages passivity in your students. You may want to build in occasional questions, at the minimum, to ensure more interaction with the class.

Finally, of course, you will want to study the academic calendar and actually decide on week-by-week sequencing of topics, readings, assignments, and exams. Check carefully for school holidays or other events (like "Big Game") that might affect student attendance or ability to complete assignments. If your students are mainly premeds and therefore likely to have a Chemistry midterm on a certain date, you may want to avoid scheduling yours the same day.

Once you have your course outline, check it over carefully; even better, have a colleague look it over and react. Is it meaty — is there enough material to challenge the students intellectually and sustain their interest? Is it flexible — if students make suggestions, will you be able to incorporate them? Is it coherent — is there a recognizable relationship between topics and among your lectures, the readings, and student assignments? Is there a separation of major and minor points — will students be able to distinguish your major themes from merely illustrative or supporting material? Is there a sense of intellectual movement — will students emerge with not only more information but new skills and capabilities?

c. Syllabus

Once your outline is satisfactory, you can make all or only a part of it available to your students as their syllabus. At a minimum, your syllabus should contain a course description (with your goals, if possible), a list of assignments and due dates, notice of exams and their dates, statements on your grading, attendance, and other policies, and, of course, your office hours, location, and telephone number. If you do set out all the topics to be covered or your lecture titles — and this is strongly encouraged — you might leave one or two days untitled for "catch-up" purposes. Reviewing syllabi that you have been given over the years will help you decide on a preferred format.

2. Administrative Details

Administrative details must be tended to several months before a class at Stanford begins. Some of these are handled by department secretaries, some by professors or instructors in charge of a course, and some by teaching assistants. Here is a checklist:

a. Book Orders

Bookstore forms are available through your department secretary. Completed forms are due well in advance of the quarter in which you plan to teach — generally the middle of the previous quarter but the first week in May for the following autumn quarter — so, if you are to be involved in this part of the course planning, you need to decide on texts far enough in advance. Check to see that the books have arrived before the first class meeting.

b. The *Time Schedule* and *Courses and Degrees*

Information for the *Time Schedule* is due to your department secretary about a quarter and a half before the one during which you will be teaching, or near the end of fall quarter for spring; so it is important for you to plan well in advance not only when you prefer to teach but also what classes, if any, you plan to take yourself. Such advance planning avoids headaches and scheduling conflicts on registration day.

Listings for *Courses and Degrees* have an early spring deadline (around March) for classes that will be taught fall quarter. Check with your department secretary for specific information.

c. Classroom

Room assignments, based primarily on the number of students expected in your class, are generally made when the *Time Schedule* is drawn up. Go look at the room you have been assigned the quarter before you plan to teach there. Your idea and Room Scheduling's idea of the kind of classroom you need may not be the same; if so, you have a much better chance of changing rooms a month in advance than you do if you wait until the first class meeting and discover you have a class of 35 students in a room with seating for 20. Everybody else will be trying to change classrooms that day. Room Scheduling, which is in the Registrar's Office (Old Union), can be reached at Ext. 7-2045. (You might think of using residence hall lounges, which tend to be more comfortable places than many classrooms. Be sure to get permission from the dorm officially, not just from a student in your class.)

d. Course Abstracts

A course abstract contains an overview of the content of the course; comments on its purpose, goals, and format; a reading list; and the number of exams (midterm, final) and papers expected. It is due at the Academic Information Center (AIC) before preregistration each quarter, with the exception of fall quarter which is due the middle of spring. Even if you are a TA, you may be involved in writing the course abstract although this is usually the professor's task; you should certainly be familiar with its contents. Many students read course abstracts at the AIC, library, or dorms before deciding what courses to take.

e. Reserve Books

Books, audio-visual materials, lecture notes, and exams for undergraduate courses can be put on reserve at Meyer Undergraduate Library or at some of the branch libraries for loan periods varying from two hours to three days. To put materials on reserve for a class, fill out the required form, with full citations for the requested materials, and give them your phone number. These forms should be completed during the quarter before the one in which you plan to teach, and submitted at least six weeks before the beginning of that quarter. Branch libraries reserve procedures may vary. Please check directly with the staff of the branch library involved.

Your idea and Room Scheduling's idea of the kind of classroom you need may not be the same.

f. Office Hours

Your department secretary may assign you an office and issue you a key. Instructors are generally expected to keep two or three office hours per week during the quarter(s) in which they are teaching. To avoid scheduling conflicts, it is a good idea to plan these times in advance, as you plan your own coursework and teaching hours. Be consistent about keeping your office hours.

However consistent *you* are, you may find that most students do not take advantage of this opportunity to talk with you informally. You may have to take the initiative — that is, if you want to work with students on a more individual basis. You may actually make it mandatory for each person in your class to visit you once during office hours early in the quarter. This may make it easier for students to seek you out in the future. Or, you might either encourage or require students to talk with you during office hours before they choose a paper topic or write a final draft of the paper. The teaching that can be accomplished during office hours — especially for highly motivated students or those with difficulties — should not be underestimated. Also be sure that your students are aware of help centers (such as the Physics Reference Frame or Chemistry Reaction Center) if your department sponsors one.

g. Working with a Professor

If you will be TAing for a professor, plan to meet with him or her a couple of times before the course begins. These conversations can clear up questions you may have about the course content or the professor's approach, give you a chance to make suggestions, and, hopefully, result in a feeling of common purpose between the two of you. Ask specific questions: What do you expect of me? How much leeway do I have? How much responsibility for grading? How much will the lectures and discussion sections fit together? What about midterm and end-quarter evaluations? How can I get some help with my teaching?

If possible, throughout the quarter in which you teach, keep meeting with the professor about the course. Many TAs feel that this mutual planning and continuing consultation are extremely important, that, indeed, they are often the key to doing a good job. Remember: it is up to you to take every opportunity to expand your role.

If you are one of many TAs for a course, you may want to suggest, if it is not already traditional, that all of you meet together with the professor at least once a week. Such occasions can be used not only to discuss grading policies or exam questions, but to share examples of classroom handouts and different teaching approaches.

h. The Department Secretary

Get to know your department secretary, who has probably been there a lot longer than you have and knows the ropes. The secretary can be an invaluable aid — not only with book orders, office assignments, and scheduling problems — but as a source of information and assistance on all sorts of daily academic hassles. Find out, for example, if you have access to a ditto machine (and, if so, how to use it). Will the department supply paper and ditto masters? Check to see if you have access to audio-visual equipment. Get a key to your office. Find out phone privileges.

Please remember at the same time that the department secretary's experience and expertise deserve your respect. Secretaries often choose to work at Stanford precisely because they enjoy student contact but they are none the less justifiably sensitive to the all-too-frequent attitude that their contributions are somehow marginal to the real purpose of academia. You will make both your own and their work more satisfying if you not only get to know how they can help you but if you learn something about their interests and situation.

B. GETTING STARTED

1. Your First Teaching Experience

Imagining their first time in front of a class conjures up some of the worst fantasies teachers ever indulge in. Some imagine being unable to find the room — even if they have gone there beforehand to check it out — or being proved hopelessly stupid by the first question students ask or being unable to say anything at all. Even if all goes well, few come away from that initial exposure without having experienced a rapid pulse, sweaty palms, and a dry mouth.

Although there is no way to guarantee your composure

that first time, the greatest insurance is to have an idea of what to expect and an abundant amount of material ready for use. But don't rely on your memories of your own undergraduate days to give you an idea of what will be awaiting you. You were the student then, you are the teacher now. Instead, the quarter before, try and observe at least one class like the one you will have and talk to the instructor to find out about problems or successes. If this isn't possible, at least find experienced instructors in your department and pump them for general information.

Most new teachers prepare too much material for their first time, but since you may not yet have a feel for how long it takes to cover topics, your confidence will be better served by too much rather than too little to do. There are a variety of topics that you can prepare. You can explain what you hope to accomplish with this class and why you find the subject matter important. You can hand out a syllabus and go over it with the class. On the syllabus include your name, office number and hours, phone number, the books for the course, subjects you plan to cover in class each day, information about exams, papers, and homework assignments, and an idea of how each will influence the final grade. In discussing the syllabus and course organization, explain how the lectures and discussion sections — if these are part of the course — fit together. The syllabus will give you and the students something to concentrate on other than your shaky knees, and it will show them that you are organized, have planned ahead, and think that this course is important enough to warrant a good deal of your time and effort.

You can also tell your students something about yourself that first day. If the class is small, you can have class members introduce themselves. Another way to handle introductions is to divide the students into pairs and give each person five minutes to interview the other member of the pair. The pairs then introduce each other to the rest of the group. This method has the advantage of not putting people on the spot to talk about themselves and makes sure everyone already knows at least one other member of the group well. In any case, try to learn your students' names as soon as possible; it is a great help both personally and pedagogically. Some teachers pass out 3x5 cards and ask the students to write down their names, addresses, and a couple of sentences telling why they are taking this course. If the class is large, you might consider using a seating chart for the first week or two. This way, not only will you learn students' names, but they will also learn each other's. If you give frequent quizzes or written assignments (as in a Math class), a good way to check your memory is to pay attention to names and faces when you return papers in class.

Although many teachers devote the first day merely to such preliminaries, others recommend that you make a running start — that is, that you also begin discussing material or presenting information. This signals the students that you are serious about making their time with you worthwhile and that you expect progress to be made in every session together. Since students are also "shopping around" for the best courses at the beginning of a quarter, you will give them a fairer sense of your course by actually getting into the subject matter and letting them sample your approach.

In general, remember this: you know more than you think, and your students will cooperate if given a chance. If you let them know what you want to do, and if it sounds at all reasonable, they will help. They will be especially patient if you feel comfortable telling them that this is your first teaching experience and you would appreciate their cooperation.

2. First Class of the Quarter

Even as an experienced teacher, you may find that you get anxious about meeting a new class for the first time. There is reason for this. Classes vary enormously in their character, and techniques that you found succeeded beautifully with one group of students may not with another. Even if a class turns out to present no special problems, you will want to establish rapport, or at least a good working relationship, with it. There is also little doubt that a poor first session with a class can be difficult to recover from. You may find it harder to arouse the students' interest the next time, and they may have already begun to consider another class.

To prevent problems, you will want to prepare as carefully for this first session as you did for your first teaching experience. Decide whether you will be content covering some preliminaries or whether you will make the "running start" that was discussed above. Leave some time for questions from the students but don't depend on the students — since they may be quite fresh to the subject matter — to fill up the time. Above all, seem organized and prepared. Have enough syllabi for everyone, have chalk or know if some will be available, be ready to answer questions on grading and exams, and be ready to recommend alternatives if the students tell you the readings aren't available yet.

Remember too that if the first session goes poorly, your future with the class may be more difficult but far from impossible. Stanford students are amazingly forgiving as long as they can see effort being expended on your part. You will also find them willing to make suggestions on how you could change things for the better if you decide this is necessary. You can ask them for their ideas directly or use one of several evaluation techniques that the Center for Teaching and Learning makes available.

C. COMMON TEACHING SITUATIONS

1. Lectures

Lecturing may still be the most common form of teaching at Stanford and other universities, but some topics lend themselves much more naturally to this format than others. If you are primarily interested in delivering a great deal of information or demonstrating an analytical process, then a lecture may be the most efficient technique. But if you are mainly concerned with students weighing values or reacting affectively to your subject area, then you may want to try such methods as role plays or simulations.

Once you have decided that the nature of your topic is indeed suitable for a lecture, you will still want to make sure that what you want to cover is sufficiently narrow to fit within 50 minutes. A review of the last 2000 years of Chinese history, for example, would not be possible unless you made it clear that your purpose was only to identify and briefly describe a few major historical periods. A good

rule of thumb is that your topic should be one requiring no more than three to five major points for its adequate development.

When you start to plan the lecture, first consider your audience. Stanford students are uniformly bright and usually well motivated, but randomly prepared. You obviously don't want to go over their heads in abstraction or difficulty, but don't patronize them either. You will also be more effective if you try as much as possible to draw upon knowledge that they already have or appeal to experiences that, by analogy, suit the present topic. If you will be discussing bureaucracies, for example, you may want to allude to the one that they are most likely to be acquainted with — the school system.

Consider some other general questions before preparing the lecture itself: how does this lecture fit into the course as a whole? Do I want to provide some specific information, provoke the students into further thought, or give them a broad overview of the subject? You may not be able to accomplish everything in one lecture so keep your goals reasonable at the beginning.

When you're ready to begin composing the lecture, try to write out in 30 words or less its theme or topic and why the students should learn about it. This focuses the task more clearly and provides you with an overall structure. It also reminds you to distinguish your theme or point of view from that the students may be getting from the readings. A basic rule for organizing and delivering your material is: "tell 'em what you're going to tell 'em; tell 'em; and tell 'em what you've told 'em." Not every lecture should be organized in this way, but this model is a useful way to begin, and most good lectures incorporate these three elements in some fashion.

Also consider your students' attention span. Too much material clutters a lecture and loses students, while too little can make a lecture boring. You might think in terms of 10 to 15 minute blocks of attention span for any specific point; each block should be closed with a brief summary and a clearly signaled transition to the next section. Structure additional material, examples, etc. around these major points. Highlight important items still further through verbal emphasis, repetition, use of the blackboard, handouts, or audio-visual aids. (Handouts are often especially effective for presenting complex data or detailed material.)

Catchy but appropriate examples and anecdotes will make your lectures more interesting and get points across. Even highly complex and difficult concepts, processes, and arguments can be understood and remembered if the lecturer uses concrete examples.

The delivery of a lecture, like all public speaking, has certain guidelines. For example, establish friendly rapport with your audience by beginning with reference to questions that may have come up, thoughts on the course, or any administrative details that need to be handled. Make sure your audience knows where they are by connecting this lecture to lectures or readings that have gone before it, and let them know if they can interrupt with questions or should save them for the end of the period.

The best lectures begin slowly and pick up tempo as audience attention grows. Throughout, however, you will want to pace your delivery so that students can follow and take notes. Check on whether you have accomplished this by watching their body language and other indirect responses. Can you see puzzled looks or frowns? Then you might want to break for questions. Make transitions between major points slowly enough to give your students thinking time. Give verbal cues to separate major points from subpoints and supporting material, so you emphasize what it is you particularly want them to remember and understand.

Other evidence of audience response is a good indicator of the effectiveness of your delivery. Where do the students sit day after day, in the front of the room or the back? Do they appear attentive, puzzled, distracted, or bored? Are they taking notes, asking questions, or yawning? If the students react particularly positively or negatively during a lecture, go over the structure of the lecture and your delivery afterwards and note what evoked the positive responses and what the negative ones.

Monitor the technical aspects of your delivery as carefully and objectively as you can. By all means avoid reading your lectures verbatim; if you must refer to your notes frequently, learn to combine this with frequent eye contact. Speak loudly and not too rapidly, varying your voice as you change emphasis and content. Pause to think if you're stuck instead of chattering aimlessly; particularly avoid such fillers as "uh" and "you know." Demonstrate through your enthusiasm that your topic is interesting and intellectually valuable.

Lecturing may still be the most common form of teaching . . .

Once you have mastered the art of varying your voice, movements, expressions, tempo, and means of presentation, your students should find it considerably easier to sit and listen attentively for 50 minutes. To achieve this, practice lecturing in front of a mirror and pay attention to how you look and sound. Try taping your lecture on a tape recorder and listen to yourself. Better yet, have yourself videotaped by the Center for Teaching and Learning so that you can both see and hear yourself.

If your class is not too large and it is practical to do so, leave a few minutes at the end of class for students' questions. You should go out of your way to encourage questions, although instructors have different preferences for how they take them; some believe that students learn more effectively if they can interrupt the lecturer with questions, while others find interruptions distracting. In either case, make sure you avoid going overtime. Students have other classes to go to, and attention is usually minimal after the bell has rung.

Besides questions from the audience, you may want to enrich the lecture with miniproblems, or rhetorical questions that the students will answer later, or short discussions. One or two of these in a 50 minute period provide students with a chance to use what they have learned and give the lecturer a measure of effectiveness. Let the students know how well they are doing on these activities. Learning and attentiveness should be positively reinforced.

When using any audio-visual aids, see that the equipment is in order, e.g., have chalk and eraser for the blackboard, bring enough handouts, know how to operate the projector, and make sure the one you have is in good working order before the class begins.

The blackboard is the most easily accessible and commonly used visual aid. Plan how to use it:

1. Always begin class with a clean blackboard. Notations left over from an earlier class can be distracting.
2. Plan ahead in your use of the board. To find out what area of the blackboard is easily seen around the students' heads, lecterns, tables, and your body, check out the situation from the back of the room.
3. Practice writing on the board to make sure that your writing is large and dark enough to be easily read.
4. When writing on the blackboard during a lecture, avoid talking with your back to the students. Not only may your voice not carry but too much of your back dampens the students' interest.
5. Do not stand in front of what you have just written!
6. Do not erase anything, especially new material, before you have to.
7. Do not use colored chalk. Although the results may seem impressive, your students will have difficulty taking accurate notes unless they have brought an arsenal of colored pens.
8. At the end of a class, go to the back of the room, and see if you can reconstruct the lecture from what you have written.

Two other suggestions: Put up the major divisions of the lecture in outline form before the class begins. Fill in important subpoints, names, dates, formulas, etc., as you lecture. Alternatively, divide the blackboard into spatial sections corresponding to the number of main divisions in your lecture. Fill in each section with significant points as you go along. Vary the size of the sections and the way you fill them according to the weight of the material's importance. This helps students *visualize* as well as *hear* your lecture.

Whenever you use audio-visual aids, make sure that students know what they are supposed to be looking and listening for. Audio-visual aids can enhance a lecture if they complement the topic. If they do not, they will only confuse and distract.

You might want to hand out summaries of your lectures to your class. This is especially helpful when it is important to retain precise information. You might also want to leave copies of your lectures on reserve in the undergraduate library so students can read those they have missed or those with which they have had difficulty.

Good lecturing rarely comes naturally or easily to a new teacher. One improves as a lecturer by working on one habit or technique at a time. Observe people whom you consider to be good lecturers; note how they structure lectures, deliver them, answer questions, and interact with their audience. You can borrow and view videotapes of excellent lecturers from the Center for Teaching and Learning, including tapes in which these outstanding teachers discuss their methods of organization and delivery. Ask students for evaluations of your lectures periodically during the quarter. With sensitivity to what goes into a good lecture, you can develop your own lecturing abilities.

2. Discussion Sections

Although sections are often delegated to the least experienced instructors, leading a discussion section is probably the most difficult type of teaching there is. In contrast to a lecture situation where you have more or less full control of the flow of events, as a discussion leader you are dependent on the group: its level of preparation, its enthusiasm, its willingness to participate. Fortunately, good planning can restore some measure of your control over the discussion's success.

The most important thing to do at the beginning, for the section as a whole as well as for each session, is to establish your objectives. Do you want students to apply newly learned skills, mull over new subject matter, learn to analyze arguments critically, see problems, or become motivated to do research? These goals are not mutually exclusive, but they require different types of leadership on your part and responses on the part of your students. By all means, share your decision with your students — in fact, involve them in it as much as possible — and explain their role in implementing it.

You will also want to decide whether to be highly directive — that is, to ask most of the questions yourself and intervene to prevent digressions — or to be relatively nondirective — that is, to let student interests determine what is covered. Whichever you choose, and each has its advantages, the important thing is to be consistent. If you delegate to students responsibilities such as setting the agenda or acknowledging the next speaker, do not sud-

A discussion section is probably the most difficult type of teaching there is.

denly take over the section if it does not go in the direction you would like. Similarly, if you normally decide what is said next, don't be surprised if students don't follow up on each other's comments.

Above all, make the sections worth your students' time but demonstrate this by actions, not words. Emphasize that *assigned material will be discussed in sections,* and that if the students don't come prepared with questions and responses, you will not fill in for them. Distributing study questions in advance demonstrates your own interest and helps focus their preparation.

a. Asking Questions

Questions that you ask to start or push on a discussion are obviously a key element to any section's success, but they vary enormously in their effectiveness. Some questions — because they are long or involved — can appear to be challenging, but if they can be answered by a yes or no, they end up leading nowhere. Other questions may be so broad that students don't know where to begin in their response. This can be deadly if such a question is the first that you ask.

Experienced instructors learn to prepare a mix of questions — those that are easily answered, mildly challenging, or highly complex — that they can draw on as the discussion develops. What follows is a common questioning pattern:

- Begin with material students are familiar with or feel comfortable with. This might be a question that can be answered with information from general experience or from basic data in the subject area.

- Ask questions requiring students to explain relationships among the units of information and to form general concepts.

- Ask questions that require students to apply concepts and principles they have developed to new data and different situations.

For example, suppose you are discussing Plato's *Republic:*

- You might begin by asking questions such as: What are the basic components of Plato's ideal state? What are the characteristics of a good ruler? Why does Plato ban poetry from his republic?

- After establishing that students understand the material, you can begin to explore relationships with questions like: How does the allegory of the cave fit into the rest of the work? What are the criticisms of Athenian society that Plato is making?

- Finally, you can ask the students to apply the material to themselves and their own lives: Is Plato's republic an attractive place to live? How would Plato criticize a contemporary American university?

Framing questions is only half the battle however. How you ask them, who you ask them of, and when you ask them can also influence their effectiveness with the group. You may want to pay particular attention to the following aspects of group dynamics:

- Decide whether to ask questions of a particular individual (but be especially careful about putting shy students on the spot) or the whole group. Sometimes calling on an individual may help to get a slow class going, but it can also release the other students from the reponsibility of formulating answers for themselves. Directing questions to the entire class may entail waiting longer for an answer.

- Leave sufficient wait time after asking a question before answering it yourself, repeating it, rephrasing it, or adding further information. Wait at least 30 seconds before making any change in your question. (You might want to practice asking a question and waiting 30 seconds in silence by yourself, just to see what it feels like.) Leaving sufficient time between asking and rephrasing gives students time to think and shows that you are more concerned with their learning than with being reinforced by quick and constant responses.

- Avoid rapid reward for responding. Rapid reward means calling immediately on the first person who indicates an answer or approving immediately of a correct response that a student has given. This prevents other students from evaluating the response for themselves and interrupts their own thinking process.

- Avoid programmed answers. Programmed answers turn discussion sections into games of guessing and giving the section leader what he or she wants rather than thinking critically about the material. They tend to be "yes" or "no" questions. Here are some questions with answers programmed in:

Use material "in hand" to stimulate discussion.

What reasons did you have for using that procedure? Was it in the lab book? Did you see it used in a demonstration?

What are your thoughts on Thoreau's *Walden?* Is he putting nature up against civilization or the individual up against society?

What are some of the basic rules about misting plants? Do you mist the ones with the fuzzy leaves?

All of these questions have answers programmed into them. By asking only the original question and leaving off the "hint" questions that follow, programming can be avoided. Programming, too rapid response acceptance, and insufficient wait time are three question-asking difficulties that frequently go together.

- Encourage students to sit at the table or in only one row of a circle, so that they can all see each other as well as you. Some students like to hide behind others; try to bring them out. Look around the whole group after asking a question, making eye contact with each student; ask students sitting in all parts of the room or places around the table for their responses during a section. After a response has been given, ask another person to comment on it rather than commenting on it yourself. All these indicate that you want the whole group to be involved and want your role to be minimal.

- Positively reinforce all responses whether correct or incorrect. This helps create a safe environment for students to speak out and try new ideas. Reinforcing correct responses can be done with verbal comment or facial expression; reinterpreting incorrect responses is more difficult. If you asked an informational question, e.g. "In what year did the Mexican War begin?" you must simply acknowledge the answer as incorrect without disparaging the person who offered it. Avoid teasing comments. If you ask an analytic question, e.g. "What themes do you think dominate in Thoreau's *Walden?*" and the response is: "The importance of society for human fulfillment," one can ask the student to enlarge upon what he or she means by "society" or redirect the response by asking a follow-up question such as: "Do you think Thoreau feels that some people are more valuable than others?"

b. Increasing Class Participation

By asking good questions in an appropriate way, you will have gone a long way toward fulfilling your responsibilities as discussion leader. The tasks that remain — and how to accomplish them — are largely determined by the degree to which you want to:

- Encourage participation by all members of the group
- Keep students talking to each other (not only to you) on the topic.
- Try to help students to have new insights into the material and sharpen their analytical and critical skills.

You might not always succeed in all these objectives to the same degree, and you sometimes might choose to emphasize one over the other two. For example, you might let an unusually quiet student talk on a bit even if he or she is not significantly advancing the subject or its analysis. But in any case, you should choose strategies that will complement the priorities that you have set.

Here are a few possibilities:

- Have students nominate topics for discussion at the beginning of a section. These can be problems, confusions, interesting points, or basic ideas in the text. List the nominations; then have the group pick ones they want to cover and set the others aside, perhaps for office hours.
- If the material for the section lends itself to open-ended questions where a variety of ideas can aid understanding, have a brainstorming session. During the first part of the session, list any and every idea that students come up with in response to the question you have set. During the second part of the session, synthesize, relate, and critically judge the ideas as you approach a solution.
- If the discussion group is large, divide it into smaller units, each dealing with the same or separate problems in the reading. Float from group to group, giving guidance and answering questions when needed. When the period is nearly over, reassemble the whole group and have the small groups report to each other.
- Use material "in hand" to stimulate discussion. You can pass out poll results, historical documents, pictures, etc. Material in hand is easier to discuss than readings done and perhaps forgotten.
- Tell your students what particularly interests you in the general or specific subject area, and why, or how you came to study it. Share your current research with them, if it's relevant and might serve as a springboard for discus-

sion. Ask them to state some aspect of the material to be discussed as a research question, or to reformulate a question in the assignment.

- Pose an either/or question, e.g., "Is the frontier or the industrial revolution more important for an understanding of American character?" Have the class divide physically into those who favor each side and those who are undecided. Have the pro and con sides debate back and forth with the undecided free to contribute at any time. Have students move to the group with whom they agree when they change their view. This kind of debate can help students clarify value positions, levels of argument, and see the value of positions that they choose. If you are uncomfortable having students move around, use the blackboard to set out the two sides of the controversy and to keep track of points relevant to each argument.

- Rephrase questions and "near misses" and throw them back to students. Use the Socratic method, but if you can't pull out a usable answer from students, don't go on a fishing expedition; answer the question yourself.

- Use the methods of scientific inquiry without the jargon. Put a certain outcome or "dependent variable" on the board and ask the students to work backwards through the most plausible causal chains. Admit the possibility of more than one path if this is justified. The point is that a visual, graphic display helps students keep track of an argument and think schematically.

Once a few questions have focused the discussion, students may begin discussing among themselves, and you may become moderator, mediator, and summarizer. Some groups can keep the discussion going with little difficulty; others will need guidance and more frequent redirection on your part. You will get a feel for each particular group. It is important, however, to accept the students as they are and to believe in their ability to learn.

Creating a good climate for a discussion group is essential. Probably more important than anything else is to know and use the students' names. In addition, make sure that the students also know each others' names. Try to have a good room, e.g., chairs around a table, not bolted down, theatre style (such rooms are scarce); and enough chairs — 10 people in a room designed for 50 or 50 people in a room designed for 10 are equally poor. You might vary where you sit from time to time. Getting to a section a little early and staying briefly afterwards to talk informally with students and answer questions can also be helpful.

When students ask questions, try to help them find the answers for themselves. If arguments develop, try to resolve the disputes by appeal to objective evidence and not authority of position. If the dispute is over values, have these clarified and respected even if resolution is not possible. Disputes can often form the basis for library or writing assignments.

In discussion sections it is important to be as relaxed and unself-conscious as possible. Many students enjoy discussion groups when they sense spontaneity and excitement about learning. This does not mean that a discussion section should not be planned or at least thought out in advance. All of these possibilities involve some forethought, but they also leave considerble room for flexibility as the class progresses. If you show respect for students as people in both your demeanor and language and encourage the group to engage in a common learning enterprise, you can make the students in the group feel comfortable and ready to share ideas. Students often reflect toward each other the attitude that a teacher shows toward them. Thus, the establishment of a "pecking order" in a discussion section should be avoided. Your primary responsibility is to help all the students in the group learn.

3. Review Sections

Leading a review section presents a number of unique challenges. In the usual case of a section that is part of a lecture course, you have about 45 minutes to go over material covered in three or four 50-minute lectures. You want to present your material at a pace and level that will be meaningful to students having trouble with the class, but you don't want to bore those who are doing well. You want to challenge students to think for themselves about the topics and issues addressed by the course, but you need to avoid lengthy discussions that consume valuable class time.

In preparing an effective review, you will usually want to begin by establishing a clear understanding between yourself and the professor responsible for the course regarding

In reviews you will have 45 minutes to go over material presented in three or four 50-minute lectures.

the topics that should be covered and the depth of understanding that students are expected to have. Students will not respond to even the most brilliant or eloquent section leader if he or she does not cover topics central to the course. To assure that you do this, you should attend course lectures or at least obtain lecture notes. Regular meetings with the professor and other section leaders and looking at past quizzes, problem sets, or exams will also help you determine your priorities and strategies.

Once you decide on the key topics, you will probably realize that you cannot review all of the material in detail. You will have to choose between covering most of the material somewhat superficially or only representative parts in depth. Both strategies have their advantages. The former, by briefly reviewing all the important topics, will usually stimulate student questions. (Simply asking the students if they have any questions about last week's lecture will rarely result in much response.) The latter strategy, by concentrating on particularly difficult aspects of the course that may not have received adequate time in the lectures, will open up areas that students would otherwise be unable even to formulate questions on.

If you decide to cover lots of material briefly, be sure to let the students know that they should investigate the same topics more deeply on their own. Encourage them to see you during office hours if they have any questions. If you choose to cover only a few topics in greater depth, mention other subjects that you won't have time to cover but which are important.

In preparing your presentation, if you come across some aspect of the material that you don't understand, don't hesitate to contact the course professor for clarification. It is quite common for professors, even in elementary courses, to present material that section leaders may not have been exposed to previously. This situation is particularly likely to arise if you prepare your section from someone else's lecture notes. Of course, you need to prepare your section early enough so that you have time to contact the professor if any questions arise.

When actually conducting the review, your style will usually be closer to that of a lecturer than a discussion leader. You will probably need extensive notes, in other words; you may also want to put an outline on the board or distribute one on a handout. If you are new to lecturing, you may want to practice your presentation a few times beforehand. Don't assume that just because you are "reviewing" material, you can improvise as you go or depend on students' questions. The students are also more likely to come prepared if they see that you have taken the time to get yourself and your material together.

Although every lecturer should attempt to gauge whether students are really understanding the topics, this is especially crucial for a review. Use plenty of examples to make your points but also give short problems that you ask students to try to solve during the review. Or give them examples of the kinds of applications that they should be able to make if they have really grasped the major concept. If you ask the questions orally, give everyone a minute or two to think before acknowledging a response; this way, less aggressive students will also have a chance to test themselves.

By encouraging students to respond to the material with solutions or more questions, you will undoubtedly find that you are sometimes sidetracked. Because time is short and important topics are always too many rather than too few, you will have to cut off digressions — but tactfully. For example, respond to a question briefly and then invite the questioner to pursue the topic with you further in office hours. Or explain that the issue raised is a good one but is too complicated for the time that is left. Indicate that you will pursue it in the future, or that you can suggest other readings on it for those who are interested. Never cut a student off without explanation.

It is especially important in a review section to get feedback on whether you are covering what students feel they really need. The question "What would you like to do in section?" usually elicits little response, but you can expect more success by asking whether students would like you to review a specific topic or asking if the pace of the section has been too fast or slow. It may also be helpful to hand out brief questionnaires to the students after a few sessions so that they can tell you before it is too late if any improvements are needed.

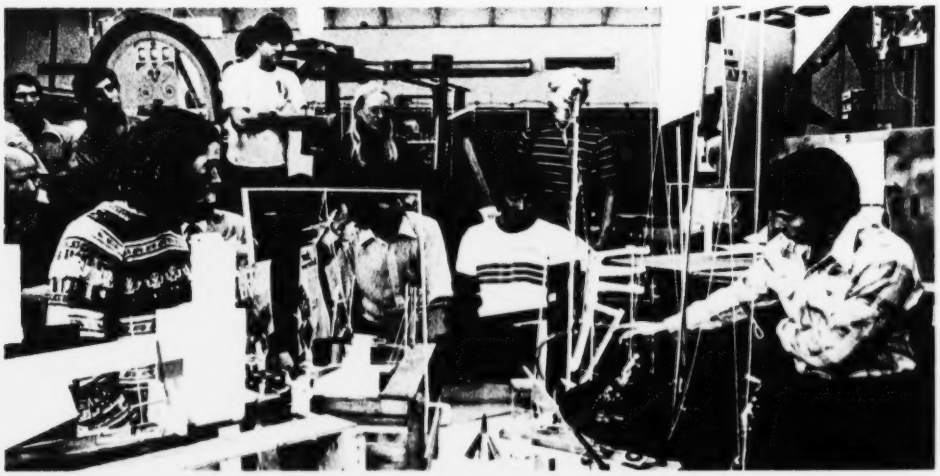
Finally, since reviews often require a great deal of preparation on your part — either of notes or handouts — you might consider keeping a file of your efforts and making it available to future leaders of your review section. Think how much easier your job might have been if someone had done the same for you.

4. Introductory Labs (the TA's role)

Most of the laboratory teaching by TAs at Stanford takes place in introductory level laboratory courses. Each lab session typically lasts two hours and 50 minutes a week (three Stanford "hours"), during which time students usually are to complete one experiment, and may include a one-hour discussion section. You may also devote some time at the beginning of the lab period to explaining some of the finer points (and pitfalls) of the experiment or to addressing students' questions on homework or lecture material. At the outset, outline grading methods and course requirements. Make sure the students know the procedures and rules for writing up and submitting their results. At the beginning of the quarter and before each experiment, show students how to handle and care for the laboratory equipment they will be using.

During the first lab meeting, you may want to let your students divide themselves into smaller groups of two to four lab partners. The exact number of lab partners per small group will depend on the actual class size, the number of experimental apparatuses available, and the wishes of your course professor. Because there are different numbers of apparatuses for different experiments, some weeks you may have to consolidate two of these small groups or otherwise reorganize things.

It's very important for TAs to come into the lab well in advance and actually *do* the experiments that the students will be responsible for. This is the only way to come to grips with some of the subtler points of the experiments. Remember that your students will be able to find any number of stumbling blocks in doing these experiments; both you and they will benefit if you are as prepared as possible to help them over these difficulties by knowing the tricky or confusing parts of the experiments. You should also know the location of the first aid kit, basic first aid rules, and the procedure for getting emergency assistance before you conduct a lab. Then make sure the students know them too!



You can embellish otherwise "cookbooky" labs.

It's often wise to come into the laboratory shortly before class begins and make sure the lab is properly set up for the day's experiments, e.g. check water-bath temperatures, make sure all required apparatuses are on hand and warmed up, if necessary.

Having students construct a flow-chart of the procedures for each day's experiments *before* coming into lab may help lab sessions run more smoothly. Then, to begin each lab period it may be necessary only to *review* the lab protocol and caution about potential pitfalls and, of course, make any announcements and assignments.

During the lab session *per se*, circulate among the various groups of students and see how they are doing — do not wait for them to ask you questions since, during the first few weeks before they get to know you, they may be a little hesitant to ask. (This also gives you a chance to learn your students' names.) A few strategic questions of your own, such as: "Once you plot these points on your graph, how are you going to find the best straight line through them?" or "Why do they tell you to make measurements with the current going both ways through the coil?" will help you figure out what the students understand and what points they are still a little hazy on.

You can also relate the experiment to current topics of research and embellish otherwise "cookbooky" labs by asking students to think about how their results (or the ones they hope for) relate to a larger, more basic scientific question. In a biology lab, for example, rather than having the students just identify plant pigments and learn a technique, you might also ask them to think about how the different properties of pigments relate to the evolution of plants' coloration. Another way to enliven experiments is to have students present short (10 minute) talks on related topics, perhaps for extra credit. Offer extra credit references — they may read them!

Because all labs and apparatuses are shared, laboratory courtesy is important. Be sure to have your students clean up the lab benches before leaving. You may want to check and "okay" bench spaces as people leave. If a piece of apparatus breaks, set it aside with an appropriate sign and notify the laboratory supervisor *as soon as possible*. This way the damaged equipment can be put back into service as soon as possible, an important consideration when a limited number of pieces of equipment has to be used by a large number of students over a few days time.

If you are going to be conducting lab sessions, be sure to find out what orientations, written materials, or procedures your particular department has for graduate students assisting with laboratory courses. As a lab TA, you are really a facilitator, a person who is there to help people learn; if you keep that in mind, you will help make the laboratory a pleasant learning experience for students and a rewarding teaching experience for yourself, instead of it being just three hours of drudgery.

5. Other Teaching Methods

Although we have only covered the most usual teaching situations — lectures, discussions, review sections, and laboratories — at some point in your career you may want to consider other instructional approaches, for both your own and your students' benefit. Richard Eakin, Professor Emeritus of Zoology at Berkeley, revived his enthusiasm for teaching and attracted standing-room-only classes by injecting a touch of drama into his courses. When it came time to discuss the theories of Harvey, Mendel, and selected others, Eakin would lecture as if he were the theorist in question, including donning the appropriate clothing and accent. He covered as much material as he had in his old style but gave his students a sense of participation and enthusiasm for science that he had not been able to achieve before.

Simulation games — in which students problem solve in situations modeled on the real world but necessarily simplified — are another technique that is growing in popularity; almost every academic field now has ones commercially available. Simulation has been used at Stanford to enhance a political science course covering the SALT negotiations. Students were divided into teams and assigned a role based on actual figures in the negotiations. True to their role, they wrote and exchanged position papers, then conducted rounds of talks based on a schedule of plenary sessions. Faculty acted as consultants but otherwise kept their interventions to a minimum. By the end of the course, students reached arms limitation agreements that were judged by outside experts to be "sophisticated." (Class time was also used for reflective discussion of the simulation since research indicates that games are

At some point you may want to try other teaching methods.

effective only when combined with thorough debriefing.) Course evaluations from the students and faculty involved were highly positive. Although students put much more time into the course than they had anticipated would be necessary, they felt that actually doing the negotiations had given them an unusual mastery of this aspect of international relations. (See Dan Caldwell, "Simulating SALT," *Teaching Political Science*, 4:391-404.)

Computers, especially the ever less expensive microcomputers, also seem on the verge of transforming instructional methods. The PLATO system at the University of Illinois is being used to teach students everything from Biology to Foreign Languages. At Stanford, the Philosophy Department has for several years offered a computer-based, self-paced course "Introduction to Logic." Although you may have neither the time nor the inclination to use this new resource now, effective software may eventually become available on virtually every topic, freeing you for more individualized work with your students.

To become aware of or to explore these and alternative methods, consult the Center for Teaching and Learning library, read *The Chronicle of Higher Education*, or check the teaching journal in your field.

D. TESTING AND GRADING

1. Test Construction

Tests let both you and your students know how much they have learned and provide a chance for more learning to take place. Tests should be designed with primary course objectives in mind; they should cover what has gone on in discussion sections (usually) and lectures. Before making up an exam, go over the kinds of information and skills emphasized in the course. Was the memorization of facts or the application of principles more important? The exam should be constructed accordingly. Students should be told in advance, preferably at the beginning of the quarter, what kinds of exams will be given in a course. Since some students may have access to old exams, if the course is a long-running one, it is probably fairer to give all students sample copies of at least one previous exam. If you are new to the course, you will also want to go over the old tests carefully and see both what was covered and how.

Frequent testing can enhance learning as well as provide information on student progress. For maximum learning from an exam — and out of respect for the students — tests should be returned as soon as possible. Unless you intend to discuss them in class, you should hand tests back at the end of a period in order to avoid students being preoccupied by them while you try to cover something else.

Explicit directions and clearly stated questions are two key ingredients in a good exam. No matter how clearly you write these beforehand, however, you should still go over them with the students at the beginning of the actual test. If a student comes up and asks you privately about a question that looks as though it could be confusing to others, share your answer with the whole class. The placement of questions and answer spaces, or choices, on a page also needs consideration. If all the questions and answer slots are single spaced on both sides of one page, the visual impact of the exam may confuse the students. If you leave enough space for short answers, on the other hand, realize that the amount of space you leave is often interpreted by students as the length of the answer you want.

Answers to exam questions need to be determined before the first exam is corrected and preferably before the exam is given. The amount of credit each question will carry should also be determined in advance, and students should know that amount before the exam begins. Tests should be reasonably difficult but not tricky.

After constructing an exam, classify the questions according to what they require of the students: information recall, translation, interpretation, application of principles, analysis of concepts, synthesis of ideas, or evaluation. Small changes in questions can often require a higher level of thought from the student and agree more with the emphasis in the course.

Short answer questions help test information recall and analytic skills. Essay tests give students a chance to organize, evaluate, and think, and therefore have the best educational value although they are the hardest to grade. Multiple-choice exams are the most difficult to construct but can measure both information recall and concept application. Numerical or logical problems test understanding of material and the ability to apply it. Completion questions test for recognition of key terms and concepts. But if you use completion questions, be willing to accept

Frequent testing can enhance learning as well as provide information on student progress.

reasonable alternative answers that you had not considered prior to giving the exam. Matching questions are useful for testing recognition of the relationships between pairs of words or between words and definitions. Be sure to give enough answers so that students cannot guess simply by the process of elimination.

In recent years, take-home essay exams have grown in popularity. Although they may seem an ideal format, by providing students with a calmer environment and more time in which to think through answers, they do have drawbacks which some precautions can minimize. Word or time limits should be put on the exams, for example, so that students with other tests do not have to compete unfairly against students with no other demands on their time. There should also be explicit instructions on whether or not students can talk to each other about their answers and whether they have unlimited access to materials. An alternative strategy is to give out the exam in advance and allow consultation among students, but have them write the test in class without notes. Essay exams should be designed primarily to be learning experiences, not exercises in information recall. Because they are difficult to evaluate, you should discuss the criteria for their evaluation with the students and with any fellow graders before the test is given.

Math and science exams generally consist of problems to be solved. Here are some guidelines for constructing these problems:

- Construct the problems so that they resemble the ones given in exercises during the quarter.
- Make the problems as interesting as possible. This can be done by making them seem to have a "real" application or by combining two single concepts. The latter method gives a more interesting (but more difficult) problem than straightforward applications of one idea.
- *Always* take the exam first yourself. Problems which seem fairly easy to you will seem hard to many students. You should be able to finish the exam in no more than a quarter of the time the students will have.
- Avoid long, detailed computations. Concentrate on ideas, not endurance.

After constructing any kind of exam, ask an experienced peer or the professor, if you are working with one, to look it over. Someone else can often point out ambiguities that the test writer does not see. After the exam is given, place a copy of it in your files along with a note to yourself indicating whether any parts unnecessarily confused students or brought responses that you hadn't really meant to be testing for.

2. Grading

Grading is a major problem to many new teachers. Some are quite harsh at the beginning to prove that they are not pushovers. Others, who may know their students personally, are quite lenient. Grades reflect personal philosophy and human psychology as well as efforts to measure intellectual progress with standardized objective criteria. Whatever your personal philosophy about grades, their importance to your students means that you must make a constant effort to be fair and reasonable and to maintain grading standards you can defend if challenged. Grades cause a lot of distress for undergraduates; this concern often seems to inhibit an enthusiasm for learning for its own sake ("Do we have to know this for the exam?"), but grades are a fact of life. They need not be counterproductive educationally if students know what to expect. Grades are basically feedback on students' performance.

a. General Hints

Here are some general suggestions that can help to maintain fairness and consistency in your grading.

- Planning and Explaining

Make a plan for evaluating the students and stick to it. Evaluation procedures should be decided on when the course is in the planning stages. If you are working with a professor, meet with him or her and decide how many and what kinds of evaluation methods are to be used. Then decide how the students' work should be graded and what proportion of the final mark each assignment, quiz, etc., will comprise. This is also the time to set out a policy for missed or failed midterms and late assignments. Once all of these things have been set out explicitly, take the earliest opportunity to make the students aware of these policies. Tell the class what you expect from them and how you plan to measure their progress in achieving the goals of the course. Explain these goals and how you feel the evaluations, marking procedures, and policies will help both to achieve these goals and allow you to fairly evaluate their progress. Good planning and clear explanations will prevent student confusion — and possibly anger — later on.

- Records and Distributions

Keep accurate records of your evaluation of each student's performance throughout the quarter. (You should also keep your records around for several years since students may come back later to question a grade, finish an

incomplete, or ask you to write a recommendation.) Such records will make it easy for you to justify and/or re-evaluate a student's final grade if necessary. This record is, of course, extremely important if you decide to base the final grade on some composite of the quarter's work.

If you are evaluating a reasonable number of students, say 20, it is also a good idea to make a graph of the distribution of grades on each quiz or assignment. If, for instance, you are giving a numerical grade from 0 to 50 on an assignment, you can plot a graph of how many students received a grade between 1 and 10, 11 and 20, all the way to 50. This graph will tell you at a glance (and anyone you choose to show it to) how the students are doing. It will also allow you to see what the most frequent scores are and where the middle of the scoring range is. Both these statistics are informative for students who are concerned about how they are doing with respect to the rest of the class. Distributions will make it easier for you to see how good your evaluation method was. Uneven or badly skewed distributions suggest a poor testing method.

If you plot similar distributions for a number of assignments or quizzes, you will be able to see how consistent your marking has been and also if there is (hopefully) a trend toward improvement in the students' performances. Composite grades can also be plotted this way, making the assignment of a final letter grade an easier task. For example, if your distribution plot indicates that all the scores are bunched together, you may want to consider shifting or narrowing the range of your letter grade assignments. If the professor chooses to assign the final grades, he or she may also find plots of the distribution of final scores helpful. In either case, attach copies of the distributions to exams for your future reference and for the use of future teachers in the course.

b. Some Specific Hints

Of course, the grading problems you face will depend on the evaluation method you are using. Here are some specific hints for different types of evaluation.

• Papers

There is nothing more arbitrary to a student than a paper passed back with just a grade on it and either no comments or just perfunctory ones. When grading papers, write comments judiciously and legibly. Do not obliterate the text — use the back or append a note. Try to say enough so that the student has a reasonably good chance of doing better next time. If you find that you are saying similar things to several students, prepare a handout on whatever the students are stumbling over — how to write a review, for example, or how to develop an argument.

A paper should be judged on its content, organization, and presentation. Often it is useful to the student if you evaluate the paper in each of these areas and assign a mark on the basis of some combination of these factors. Also, some teachers have had good success with asking students to write papers twice. The first draft is submitted and subjected to constructive criticism on both content and style. The second draft is graded and usually shows the kind of improvement that is quite satisfying to student and teacher alike.

Both papers and essay exams involve a lot of subjective judgment. The following suggestions may help with the problem of maintaining consistency. You are more likely to be stringent with the first few papers you read than with the rest and less likely to be careful about comments and such when you are tired. To avoid such problems, try to read a few papers before you actually start grading to get an idea of the range of quality, and stop grading when you get tired or start to undergo personality changes due to boredom. When you start again, read over the last couple of papers you graded to make sure you were fair.

• Essay Exams

Usually the problem here is how to wade through all those booklets while remaining both consistent and sane. When there are a number of teachers assigned to a course, this is easier, because you can divide the work load . . . but how to divide it?

If each teacher has had a section and all of you have covered the same basic material, then you may prefer to mark the entire exams of just the students in your own section. (The problem here, of course, is that objectivity may be harder to achieve since you may feel close to, or even partial toward, your own students. Grading question-by-question rather than student-by-student may help.) This will allow you to give credit for material that you presented in section and it will give you feedback on whether the ideas you have emphasized have actually registered. At the same time, you should be guided by a grading standard that has been mutually agreed upon by all teachers and the professor.

If each teacher has dealt with specialized topics in lecture and section, then it is probably better to split the exam questions up so that each teacher covers the area he or she taught. Splitting the exam questions up this way ensures that each question will be marked consistently across all students. However, reading 200 answers to the same question one after the other has its drawbacks; it can affect your mental health and your grading range. This is less likely to occur if you pace yourself, mark questions that you are interested in, and switch questions every once in a while.

When the exams have been marked, get together with the other teachers and discuss and resolve any problems you have encountered. Then add up the total scores, check your addition (saves a lot of trouble later), and plot the distribution. Now you are ready to present the results to the professor or to assign the grades yourself.

• Problem Sets, Short Answer Questions, and Multiple Choice

Although these evaluation methods usually take longer to make up than the others, they are easier to grade. But problems can still arise. For the same reasons as those mentioned above, it is often a good idea to divide the exam questions among the teachers. This is more likely to maintain consistency and to make it possible for you to spot consistent deviations. You may think that you have written the perfect question with only one correct answer, but you must always be prepared for alternative answers. In the case of multiple choice questions, for example, if students are doing worse than chance on a particular question, it is likely that the question was poorly worded. In this case you must either give credit for more than one answer or toss the question out (by giving everyone credit).

Grading can be a constructive process for both you and your students. It can give them the opportunity to improve

their knowledge and writing skills and it can give you feedback on your teaching and evaluation methods. By being consistent and fair, you can minimize the inevitably unpleasant aspects of passing judgment on someone's efforts.

3. Academic Honesty and Dishonesty

Academic honesty and dishonesty are both moral and administrative concerns for a teacher at Stanford. The official university position on academic honesty and the handling of dishonesty is found in *Regulations Governing Student Conduct and Procedures for Their Enforcement*, available at the Office of the President. Included in this are the Fundamental Standard and the Honor Code, the two basic rules governing students at Stanford. The Fundamental Standard states:

Students at Stanford are expected to show both within and without the University such respect for order, morality, and personal honor and the rights of others as is demanded of good citizens. Failure to do this will be sufficient cause for removal from the university.

The *Honor Code with Interpretation and Applications* is quoted in full in Appendix C. Some class time at the beginning of the quarter should be given to discussion of the code as well as to the broader topic of academic honesty. This will minimize the possibility of misunderstandings later.

Three main points should be emphasized in discussing the Honor Code with students:

1. The new version of the *Honor Code with Interpretations and Applications*, enacted by the Student Conduct Legislative Council (SCLC) in the spring of 1977, was not designed to change the former Honor Code, but to clarify it by removing a number of uncertainties and ambiguities which were found to have been persistently troublesome. The SCLC did not presume, or is it possible, to eliminate all ambiguities or uncertainties. The effectiveness of the code depends ultimately upon the good faith and conscientious judgment of all individuals concerned. An Honor Code Commission also exists to heighten student awareness of the code and its role at Stanford. Problems with the code should be brought to its attention.

2. The Honor Code was not imposed upon the students by the administration or faculty. The students originally assumed its responsibilities at their own request. A history of the Honor Code at Stanford by Dr. H. Donald Winbigler, formerly Dean of Students and Academic Secretary, can be found in *Campus Report*, January 19, 1977. It provides useful background.

3. Those who suffer most from students' academic dishonesty are not administrators or faculty but the honorable and conscientious students. Hence it is in their interest to make individual and collective efforts to see that the highest standards of honesty are always maintained. The code specifically enjoins students, in the name of "third-party responsibility," to discourage dishonesty by drawing attention to violations, talking with offenders, or — if all else fails — initiating formal procedures. The Ombudsman has pointed out that because students too rarely take such actions, faculty are tempted to question the code and resort to other means to prevent cheating.

For questions about appropriate procedures in particular cases or ambiguous areas, the University Ombudsman may be consulted. TAs, students, and faculty are all encouraged to use the services of the Ombudsman with regard to the Honor Code.

If you are TAing, you should discuss the Honor Code and academic honesty with the faculty member in charge of the course at the beginning of the quarter to guarantee that your interpretations are compatible and that you agree on what to do if violations occur. This will ensure that all students in a course are treated fairly.

Not only should you inform students about the Honor Code and procedures in regard to violations, you should also try to create a learning environment that will reduce as much as possible the temptation to cheat. Make sure students know what the criteria for evaluating their performance in a course are, what kinds of exams they will be given, and what materials they are responsible for knowing. If you assign any term papers, you ensure a higher quality work if you keep a regular check on the students' progress on the paper during the quarter. You may ask them to submit their first draft early on or to turn in rough copies along with the finished version. This also helps to avoid receiving "file" papers. Effective learning does not occur in an atmosphere of suspicion. You have an obligation under the Honor Code not to proctor exams and to treat students as if they are honest, until proven otherwise.

The question of plagiarism should also be discussed, since it is not always understood. It consists primarily of submitting statements, ideas, opinions, or findings copied without acknowledgment from another source as if they were one's own. If a student arrives independently at a position which happens to duplicate that which has been adopted by someone else, this is not plagiarism. Nor is it plagiarism to copy from another source, if the copying is aknowledged and the reference given. The proper use of quotations should be discussed and encouraged.

E. EVALUATING AND IMPROVING YOUR TEACHING

1. Course Evaluation

No one office or person is responsible for or aware of all the surveys, activities, procedures, and questionnaires that have appeared and disappeared at Stanford under the rubric of course or teacher evaluations. In May of 1977, however, the Academic Senate approved a resolution calling for universal evaluation of courses by students each quarter and for the development of a suitable questionnaire. The first version of such a questionnaire, called the University Student Evaluation Rating Form, was used until the fall of 1984-85 when a much simpler and shorter form was adopted. The forms are distributed and processed by the Registrar's Office. Professors who wish can then release the results of their evaluation to the ASSU *Course Guide* for publication. Evaluation forms for in-School use are also available through the Graduate School of Business (Central Services, Room 1) and the School of Engineering (Tau Beta Pi Honor Society); some departments also have their own forms. If you would like to look at these forms, samples of all of them are now collected at the Center for Teaching and Learning.

TAs, unless they are in charge of a course, are not automatically covered by the new university evaluation sys-

tem. Those who desire feedback from their students have several alternatives:

- They can request copies of the university-wide rating form from the Registrar's Office, Ext. 7-2719.
- They can request copies of the student evaluation questionnaires specifically developed for TAs by the Center for Teaching and Learning (Ext. 7-1326). Three types are available: for discussion sections, labs, and Foreign Language classes. They are most effectively used midquarter when the results can be immediately applied to improve the class. Examples of the forms can be found in Appendix B of the Handbook.
- They can design their own form; a few well-worded questions on a ditto sheet may be enough.

In developing and using whatever form of written evaluation you choose, you may wish to consider the following issues:

- When should you evaluate? If you do it at end-quarter, for example, how motivating will the results be?
- Will an extensive survey of student opinions satisfy your need for reinforcement? On the other hand, will a cursory evaluation provide you enough information? How much do you want to know?
- Does the questionnaire ask the precise questions you want to ask? And are the answers (on questions where students check the box) going to be useful? Can you get suggestions for improvement as well as "scores" on how well you did?
- How much time can a student devote to the questionnaire? Does it allow for "thoughtful" responses from students? Will the students take that much time? Will there be time to tabulate, analyze, and digest the answers?
- Are the questions ambiguous, subjective, or dependent on implicit value assumptions? e.g., "Rate the value of the course" or "How well do you think the course examinations given thus far covered the more important aspects of the course." "Value" in what sense? Value to one's objectives, ambitions, personality, set of beliefs, undergraduate experience? "More important aspects of the course" as defined by whom? . . . the student, professor, employer, department?

Alternatives to Written Evaluations

For some teachers, no matter how well designed a questionnaire, its impersonality and objectivity never give the sense of personal concern and attention to detail that a visit to your classroom by someone you trust can offer. An observer can sense the flow of the class, can remember important turning points, and can balance criticism and support. You can handle this in a number of ways:

- A well-planned and negotiated "peer observation" with an appropriate colleague or friend. The Center for Teaching and Learning can also refer you to consultants who have learned observational techniques and who have their own considerable teaching experience to draw upon.
- Observation or evalution by an appropriate professor within or outside of the department.
- Random (or self) selection of a few students for more informal evaluations, discussion, or written comments, particularly through a new but proven technique called student small group evaluation. At your request, the Center sends a consultant to your class during the first or last 20 minutes of the period. Once you have left, the consultant divides your students into groups of six (or fewer if it is a small class). Each group is given 10 minutes to select a spokesperson, agree on what they value about your course, what areas need improvement, and what specific suggestions they would make for change. At the end of the allotted time, the consultant canvasses each group and makes a record of their comments. He or she then summarizes the results, identifying patterns of agreement and clarifying areas of disagreement. The information is given to you later in a private consultation.

2. Teaching Improvement

The Center for Teaching and Learning has seen numerous instances of teachers making significant improvement in their teaching ability. For some, it has taken as little as a student small group evaluation that pointed out minor defects in questioning technique or grading policy. For others, it has required considerable time learning better methods of organization or delivery. The crucial factor in each case has been the teacher's willingness to recognize the need for change and to invest the time necessary to learn new skills. In the absence of such willingness, not even compulsory course evaluations guarantee that a teacher will do a better job.

Deciding to change will probably mean getting some distance from yourself as a teacher. Most people regard their teaching as an intensely personal matter. While they may be more than willing to allow colleagues to critique their written work, they are unlikely to invite them into their classrooms to observe and make comments. Even teachers who request observation may become defensive when anything negative is mentioned. Getting some distance from yourself, on the other hand, means recognizing that teaching is an acquired skill, one more easily gained if you get feedback on how you are doing at various parts of it.

Teaching can be a source of enormous personal satisfaction and pleasure, for you and the student.

Once you decide that your teaching deserves the same scrutiny that your other work undergoes, there are lots of ways to begin. If you want to keep the process under your own control as much as possible, you can have your students fill out an evaluation with questions you yourself choose. If you want your students to be freer to express whatever is on their minds, you might ask the Center to do a small group evaluation. If you want to see yourself more or less as you appear to your students, you may want to try being videotaped by the Center. If you want someone else's judgment on how you're doing, you can ask the advice of a peer or a Center consultant. You may well want to take all these steps — getting better is addictive!

Any steps that you take are likely to be worthwhile both personally and professionally. When well done, teaching can be a source of enormous personal satisfaction and pleasure. Successful contact with students can balance the somewhat lonely aspects of pure scholarship; it also gives you a chance to influence — for the better (one hopes!) — how others think and act. Professionally, too, teaching is growing in importance. Even at Stanford — as discussed elsewhere — promising young scholars are expected to teach adequately. This has long been the case at student-oriented liberal arts colleges and most state colleges or universities.

F. ON THE PERSONAL SIDE

1. Counseling Students

At some point, most teachers find themselves having to counsel their students on other than purely academic matters. For many, it is an awkward role and a more difficult one than that of intellectual mentor. The following suggestions are therefore offered as guidelines to effective counseling:

Know Your Limits

Although you are not expected to act as an "amateur psychologist," you can function as a concerned and understanding helper to students. In cases where you are uncertain about your ability to help a student, however, it is best to be honest about it. Trust your feelings when you think an individual's problem is more than you can handle and the help of a professional is warranted. You may want to consult with Counseling and Psychological Services (see below) for advice or help in your efforts to assist a student.

Clarify Your Role

When you assume or are placed in the counseling role, role conflicts are possible and must be understood. Some students may see you as a figure of authority and this perception may make it difficult for you to be helpful Other students will see you only as a friend or slightly older peer which may make it difficult for you to act objectively in the academic or class management role.

Listen Effectively

Listening has frequently been called an art, but it is also a skill which can be acquired with practice. To listen to someone is to refrain from imposing your own point of view, to withhold advice unless it is requested, and to concentrate on both the feelings and thoughts of the other person you are trying to help, instead of your own. Listening is probably the most important skill used in helping and can be facilitated by allowing the "helpee" enough time and freedom to express thoughts and feelings as fully as possible.

Help to Clarify Concerns

Clarification can be achieved by feeding back what you hear to a person, mirroring the feelings and thoughts you perceive to be expressed, and defining as much as possible the area of concern. Honest, objective feedback can be most helpful in times of confusion, if it is desired by the student and offered with sensitivity and judgment.

Offer Support

Support can be offered by expressing honest concern, understanding, identification, or sympathy, and conveying an attitude of personal acceptance and regard for the "helpee."

Suggest Alternatives for Action

Alternatives are best generated by the person seeking them. The helper can be facilitative in getting the person to assess and use both personal and other resources for solving problems. If a person requests it, the helper can suggest alternatives. Try to do so, however, only after the person in need has exhausted his or her ability to generate ideas, unless the problem is merely a need for information.

Follow-up Your Efforts

If a person has made a decision or resolved a conflict with your help, check back a few days or weeks later to get feedback on what has happened. Such information can be rewarding if your help has been useful, and corrective if it has not.

Become Acquainted with the Resources of Counseling and Psychological Services (CAPS) (Ext. 7-3785)

CAPS has a staff of profesionally trained psychiatrists, psychologists, psychiatric social workers, and counselors whose help is available to students without charge (except for long-term treatment and one or two restricted tests). The staff works with individuals, couples, or groups of students and offers consultation, counseling, psychotherapy, psychological testing, and referral to other mental health or psychological assistance. Special services are available for minority-group members and women students from staff members who focus on the concerns of these groups.

For the teacher who decides that his or her help is not enough and that a student needs the professional assistance of Counseling and Psychological Services, the process of referral can appear difficult or intimidating. The following information is provided so that referrals, when necessary, can be made with confidence and understanding.

Each year, a representative portion of the student population, about 10%, makes at least one appointment at CAPS. The average number of visits is about five, and half the students seen come for three or fewer visits. These students come with a variety of issues, including anxiety, depression, uncertainty about career or vocation, difficulty in sexual and romantic relationships, questions of identity, difficulty with interpersonal relationships, and personal crisis. The stereotype held by many people, that one must be "sick" or seriously disturbed in order to seek counseling, is simply not true of Stanford students.

Referring a student for professional help, then, need not be a monumental or traumatic undertaking. If you decide referral is appropriate, discuss your thoughts with the student involved. You can make the process of referral a comfortable one by expressing your concern and letting the student know what to expect from a visit to CAPS.

In situations where the desire to refer arises from the student turning to you directly for help or a hearing, rather than from your observation of the student's behavior, a somewhat subtle point should be made. If a student chooses to confide in you, it reflects a degree of trust in you and your judgment and possibly is an expression of a desire to know you. Too quick a referral in such cases might well be felt by the student as a rejection instead of as a show of your concern. Hearing the student out, showing understanding and sympathy, and letting the student know explicitly that in making the referral you are not turning her or him aside but that you see referral as an effective response to a situation, can make the referral a positive one.

In referring students, it is also important to be sensitive to differing attitudes toward seeking professional help. These attitudes range from strong resistance to definite acceptance, and vary according to the age, sex, cultural and family background, and geographic origin of the student. While attitudes toward seeking help have changed in the direction of general acceptance, prejudices and stigmas based on inaccurate information still persist, frequently in the minds of those who might benefit most from such help. Discussion of such reservations can bring fears and misgivings out into the light of accurate facts.

The first step in a referral, then, would be to go over such issues with a student. Attempt to "demystify" the process; in doing so, you will be able to deal with fears based on erroneous impressions. Point out that your referral is not intended to be derogatory, although it may, in some cases, be perceived that way. You may explain that seeking help in time of need may be considered a valuable learning opportunity and a sign of strength, rather than an admission of failure or weakness.

If possible, it is most helpful to have students arrange their own appointment, which requires only a brief phone call or visit to CAPS at Cowell or Huston House. Persons who seek psychological help voluntarily, and who take initiative in getting it, generally benefit more than those who are coaxed, persuaded, forced, or threatened into doing so.

You can be certain in any referral that confidentiality is guaranteed. CAPS records are kept separately from other medical records and, by law, cannot be released without the student's written consent. If confidentiality becomes an issue, discuss it frankly so that misgivings and misunderstandings can be removed.

2. Physically Limited Students

As a teacher, one of your primary goals is the transmission of valuable ideas and the power and freedom that these ideas can bestow. In working with physically limited students, you have a particular opportunity to make the learning environment effective. You have a chance to be more innovative through implementing a greater variety in your instructional approaches.

Disabled students want to be viewed positively and to be taught as individuals. As Allison Read, former Program Coordinator for Services to Physically Limited Students, said, "Pretending that we're all alike simply doesn't work. The problems must be recognized and acknowledged. If we ignore the disability, we often ignore the person."

Some common reactions to disabilities are fear — fear that disability is contagious, that it may "rub-off"; social awkwardness — a sudden loss of conventional etiquette (e.g. "Should I open the door?" or "How do I get her attention if she's blind?"); pity — the urge to take care of or coddle a physically limited person, treating him or her as less than an adult; anger or rejection — the feeling that the disabled are getting more than their fair share, aren't working as hard, or are getting "special considerations."

Feelings of discomfort and prejudice toward physically limited students do exist; they create barriers to effective learning. However, it is possible to overcome these feelings and to dispel myths such as those mentioned above. The reaction of pity, for instance, will usually evaporate if you attempt to get to know the disabled person at all. Pity reduces the individual to his or her problem, making the problem the focal point rather than the individual. Given a few reasonable accommodations, physically limited people can reach their potential as well as the physically able.

Reasonable accommodation is a term often used in referring to physically limited people. It *does not* mean lowering your standards to your own conception of what the disabled student can do, but rather using creativity and flexibility in adjusting to particular needs. As with all Stanford students, physically limited students are individuals and should be treated as such. There's considerable variation in the degree of their disability, background, training, level of independence, and career goals.

One of the most difficult, yet important, reactions to overcome is the feeling of awkwardness. Acknowledge the person's disability and realize that they may be uncomfortable too. It is not a topic to focus on but *it is not taboo!* Ask, privately, if there are special modifications that would assist the student, then take a practical approach to doing whatever is necessary (move the classroom or help make transportation arrangements for a field trip). Once you have made the needed changes, you can begin to focus on the physically limited student's *learning* in the classroom, rather than the disability.

Here are some additional suggestions:

- Since smoking can be a barrier for people with chronic illness (such as lung ailments), do not allow it in the classroom.
- Physical stamina is a problem for many physically limited people, especially those with a chronic illness. Marathon work sessions or reviews should be avoided or alternatives provided.
- Running around and dealing with red tape and other hassles are particular problems for many of the physically limited. Offer to have things delivered; use the mail; try to accomplish as much as possible in one visit.
- Consider sharing an elevator ride (rather than meeting a disabled person after you've taken the stairs) — it's more sociable.
- Encourage your students to notify you of any physical limitations that may need accommodation. All disabilities are not readily visible.
- When scheduling class, check out the room yourself if

you have any questions. How far in can a wheelchair really go? What options can you discover ahead of the event?

- Mobility impairments such as walking with a cane or crutches can sometimes be complicated rather than helped by ramps (balance is hard to maintain on a slope). Check this out with students who may be affected.

- Handouts and writing on the board are barriers to blind people. Review handout material pertinent to what's going on; read what you write on the board as you write it. Demonstrations can also be a barrier; have them narrated by the person demonstrating or by someone sitting near the blind person.

- Deaf people who read lips lose out on the lecture or conversations when the speaker's back or head is turned. Be aware of the direction you're facing. Men with beards need to be especially careful to speak slowly and distinctly.

- Allow one week to make arrangements for sign language interpreters. Advertise your intent to provide interpreters and ask people to contact you at least one week in advance to request interpreters (contact the Disabled Student Services office — 7-1039 — for more information on these arrangements).

Disabled Student Services, an office associated with the Dean of Student Affairs, is an excellent source for referrals. They can work with individual TAs or professors who want to help in creating positive learning environments for their physically limited students. The office provides information about braille computer terminals, tape and cassette facilities, orientation programs, housing and recreation, and copies of two excellent resources — *The College Student With a Disability: A Faculty Handbook* and "Access Stanford," a brochure describing on-campus resources for disabled students.

As a teacher you can create an atmosphere that is conducive to positive attitudes about physically limited people. You can use your authority gently, and to a good end.

3. "Problem" Students

Being thoughtful with your students can save you from many problems. If you phrase questions and criticism carefully, you can generally avoid defensive or hostile responses. If you are supportive, encouraging, and respectful of student ideas in class, then you can correct wrong answers, point out feeble arguments, or highlight weak points in a positive manner without discouraging your students. Rather than asking what is wrong with a written paragraph or a problem solution, ask how it could be improved. Instead of asking what the weak point of an argument is, ask how well it applies to or uses the material for the session. Rather than dismiss an idea immediately, ask the student to clarify it using the material for the session. Don't, on the other hand, respond to student questions with "good point" when the idea was in fact poorly presented. Always show students the courtesy of attending to their answers when they offer an idea; don't be writing on the blackboard or scribbling on a note pad.

You are also more likely to work smoothly with your students if you resolve for yourself feelings that you may have about your authority as a teacher. Students are confused by and often alienated from a teacher who alternately acts as a friend or peer, then as a stern authority figure. You will also want to be careful about teasing or sarcastic humor since these are all too easily misinterpreted.

However careful you are, you may still run into some students who present problems. A few recurrent types — and ways to work with them — are discussed below.

a. The Arguer

If a student insists that you are not "allowing him his opinion" (or her her opinion) when you disagree with a statement he has made, point out that you disagree because the statement does not correlate well with the session's material. If the student begins to disrupt the discussion, offer to talk privately after class or during office hours. Remain calm and nonjudgmental, no matter how agitated the student becomes. Always use evidence when disagreeing with a student. Using the authority of your position as teacher rarely proves anything in a disagreement and can inhibit discussion. You can largely avoid having students feel that you are putting them down by not beginning critical statements with "I". Phrase criticism with reference to the material for the session or other commonly shared information from the course.

If a student is stubborn and refuses to postpone a disagreement until after class or office hours and completely disrupts a class, remain calm. If the student is agitated to the point of being unreasonable, ask him or her to carry the grievance to a higher authority. Make apparent your willingness to discuss the issue calmly, but do not continue trying to reason with a student who is highly agitated. If you remain calm in the presence of the group, the student may soon become cooperative again. In an extreme case, you may have to ask the student to leave the classroom, or even dismiss the section. Seek to make your response as calm as possible and avoid making an issue out of a small incident. The hardest part of such a situation is to maintain your professionalism and not respond as if personally attacked.

b. The Overtalkative Student

Overtalkative students can deaden a class. If a student is dominating a section, try to elicit responses from other students. Call on someone else even though the overtalkative student volunteers a response. Emphasize to the group that it is the quality, not the quantity, of responses that most interests you. Make sure they see that you consider the group's project a communal and not a competitive activity. If the student does not recognize the importance of listening to what other members of a group have to offer, talk with him or her about it privately. If the problem continues, talk to the student's advisor and/or resident fellow in the dorm to try to find out more in order to develop a strategy for dealing with the overtalkativeness. Do not ridicule an overtalkative student or make comments to other students in the group, but try as tactfully as possible to keep the group's activity going without reinforcing the talkative behavior.

c. The Silent Ones

The student who never speaks out in class also presents a problem. By making sure that all members of a class (if small enough) know each other by name and by trying to create a safe environment, you can sometimes overcome the silent student's fear of speaking. Occasional small group activities — where the students discuss issues in pairs, for example — can also make it easier for a shy student to open up. As with the overtalkative student, do not ridicule or put the silent student on the spot, but do try to elicit answers from him or her at first once every session and later more frequently when he or she begins to appear more comfortable responding.

The student who never speaks out in class also presents a problem.

Talking with the student privately can also help. Reasons for being silent may vary. One silent student may merely enjoy listening. Another may feel too dumb to contribute. The latter is very common among freshmen. Some students simply have quiet personalities; others may be undergoing personal stresses that inhibit their speaking in class. Even after you gently encourage them to speak, they may remain silent. This is their right, and ultimately you must respect their privacy.

Requiring all students in your sections to come and talk with you during office hours at the beginning of the quarter and a second time during the quarter can help alleviate both overtalkativeness and silence by putting students more at ease.

d. The "Grade Grubber"

You may find that some students will unrelentingly pursue you if you give them a lower grade than they expected. Many instructors complain that they have had even A-'s vigorously contested! There are ways to minimize such incidents. Make it entirely clear from the beginning exactly what you expect in papers or tests. If possible, hand out guidelines for a good essay or examples of a superior exam answer. When you do put the grade down, note in some detail weak or strong points of the work and suggestions for a better performance next time. With papers, you can give students the option of initially handing in a draft that you will not grade but that you will criticize.

When students actually come to you to contest their grade, indicate that when you reconsider their mark, you retain the right to adjust it up or *down*. If you are working with a professor, advise students that in the case of unresolved differences, the professor will make the final decision. (Be sure to discuss this with the professor beforehand, however!) When no resolution is possible, brief the student on which office to turn to (such as the Ombudsman) to pursue an appeal.

Although grade-grubbers can discourage you and appear to undermine the academic enterprise, remember that this generation of students is under pressures you may not have had as an undergraduate. Competition for graduate and professional schools is fiercer and the appeal of counter-culture options more muted. You will have more success if you listen to and respond to their anxieties as well as their complaints.

4. Resolving Conflicts

Sometimes serious conflicts do arise between teacher and student — charges of poor instruction, irregular or unfair grading, deviation from announced procedures about grading course requirements, the use of non-academic criteria in computing grades. Although you may assume such problems are rare, in fact they are not. In 1982-83, the Ombudsman's office reported 86 academic grievances brought to it by undergraduates; graduate students brought another 49.

Ideally, such problems should be averted by care on your part in formulating and announcing classroom policies, especially regarding grading. Once a problem does arise, however you should first try to resolve it through discussion with the student. If you are working with a professor, you may also want to involve him or her early on. Fortunately, most conflicts can be worked out cooperatively at this stage. For those that cannot, the University has a formal grievance procedure reprinted below. An alternative to the formal procedure is to go to or refer the student to the Ombudsman's office and see how he can help. As a mediator, he can talk with all the parties involved

The Ombudsman's efforts are largely informal, but nonetheless effective.

and see if something can be done. His efforts are largely of an informal nature — because as Ombudsman he can only offer advice and does not have the final authority necessary to resolve problems — but they are nonetheless effective.

Conflicts both between people and responsibilities can arise when teachers are attracted to their students or vice-versa. To avoid such potential clashes, some departments explicitly forbid TAs to date students whom they are currently teaching; other departments simply frown on it or assume that such dating will not occur. One thing *is* clear. Stanford has explicitly adopted a policy on sexual harassment and has committed itself to creating an atmosphere "free of sexual harassment and all forms of sexual intimidation and exploitation." Please see Appendix D for the text of this policy.

Guidelines for
Student Academic Grievance Procedures

Any Stanford student, undergraduate or graduate, who believes that he or she has been treated improperly on an academic matter, is entitled to an independent review of the alleged offense, followed by corrective action if appropriate.

The guidelines are applicable only in those cases where there is a perceived *academic* impropriety arising from an action taken by (a) an individual instructor or (b) a school or department or (c) a committee charged to administer academic policies or criteria of a particular School or department or (d) a Senate committee or subcommittee charged to administer academic policies and criteria of the Senate of the Academic Council. They do not pertain to complaints expressing dissatisfaction with a University policy of general application to all students (nor do they pertain to individual School or departmental academic policies and criteria, as long as the latter are consistent with general University policy).

The grievance procedures are as follows:

1. The student first should discuss the perceived offense, orally or in writing, with the individual(s) most closely responsible. If no resolution results, the student should then consult with the relevant department chairman — or , in those cases where there is no department chairman, with an individual or a representative of the regulatory committee charged by the faculty with administering that School's academic policies. Every effort should be made to resolve the issues at this informal level, without the complaint attaining the status of a formal grievance.

2. If informal means of resolution prove inadequate, the student should set forth, in writing, the substance of the alleged offense, the grounds on which the student is basing the complaint, and the efforts taken to date to resolve the matter; this document then should be submitted to the relevant School dean (or designee) for adjudication. It is at this point that the complaint becomes a formal grievance. A grievance should be filed in a timely fashion — *i.e.*, before the end of the academic quarter following the academic quarter in which the alleged offense occurred or should reasonably have been discovered.

3. Upon receipt of the student's written grievance, the School dean (or designee) will initiate a timely and independent investigation into the matter (normally to be completed within 30 days). The investigator may request a written response to the issues raised in the grievance from the pertinent faculty or staff member(s), or department chairmen. The grievant will be given an opportunity to comment, in writing, on the response(s). Upon completion of the investigation, the School dean (or designee) will prepare and transmit to both the grievant and the pertinent academic personnel written findings and dispositive recommendations which the School dean has authority to implement.

4. If the grievant or the party against whom the grievance was lodged disagrees with the decanal recommendations, either on substantive or procedural grounds, he or she may appeal, in writing, either to the Vice Provost/Dean of Graduate Studies and Research or to the Vice Provost/Dean of Undergraduate Studies, as the case may be. The written appeal must specify the substantive bases on which such appeal is being made (*i.e.*, the appeal must be made on grounds other than general dissatisfaction with the recommended disposition), and must be directed to the issues in the grievance as filed, not to new issues. No more than 30 days should elapse between receipt of the recommendations submitted by the School dean and the written appeal to the appropriate Vice Provost/Dean.

5. Upon receipt of the appeal, the Vice Provost/Dean (or a designated grievance appeals officer appointed thereby), acting on behalf of the Provost of the University, will undertake a timely independent review of the grievance (normally to be completed within 30 days) and, upon completion, shall issue to all appropriate parties written findings and dispositive recommendations which will be final and binding on the parties to the grievance.

6. The student or the party against whom the grievance was lodged may write to the President of the University, giving reasons why she or he believes the grievance result to be wrong. No more than 30 days should elapse between receipt of the appeal recommendations and the written statement to the President urging further appeal. In any case the President may agree or decline to entertain this further appeal.

The review of a grievance and/or appeal undertaken by grievance officer(s) normally shall be limited to the following considerations: (a) were the proper facts and criteria brought to bear on the decision (or, conversely, were improper or extraneous criteria brought to bear on the decision)? (b) were there any procedural irregularities that substantially affected the outcome? (c) given proper facts, criteria, and procedure, was the decision one which a person in the position of the decision-maker might reasonably have made?

Students should be aware that in certain cases, the Stanford Judicial Council procedures may be more appropriate than grievance procedures. The Legislative and Judicial Charter [Article II.A.2(b)] stipulates that a student may file a complaint with the Stanford Judicial Council alleging that a faculty member has taken unilateral *disciplinary* action against that student without the latter's consent and without adjudication under the judicial system. A student utilizing this method would have (like any other complainant under the judicial system) the burden of proving beyond a reasonable doubt that the faculty member did in fact take unilateral disciplinary action against the complainant.

Students also should be aware that although it has no decision-making authority, the University Ombudsman's

Office has wide powers of inquiry, including investigating student complaints against instructors. Indeed, the Ombudsman's Office is available to all members of the Stanford community to discuss any troublesome matter of University concern, and frequently helps expedite resolution of such matters.

5. Writing Letters of Recommendation

Occasionally students may ask you to write them a letter of recommendation — for graduate school, a summer job, or full-time employment. First ask yourself if you know the student well enough to write a helpful recommendation. What are your impressions of that student? Can you be honest in writing this letter? If you have reservations, it is better to be straightforward with the student and explain your circumstance — positive letters of recommendation can still mention an applicant's weaknesses.

Here are a few points to remember when writing a recommendation:

- Set up an appointment to meet with the student, asking him or her to bring a resume. The resume can provide you with information about the student's background, as well as give you an insight into their interests and activities outside the classroom.
- Use the appointment time to question the student more about his or her specific purpose (e.g. "Why are you going on to graduate school?" or "How does a full-time job as a newspaper reporter relate to your long-term career goals?") Have the student give you the name and complete address of the person you'll be writing to, along with the date the letter is needed.
- Try to write the letter as soon after this meeting as possible, while the information is still fresh in your mind. You'll be surprised how quickly you can forget a student and his or her performance.
- When writing the recommendation, employ a standard business letter format on your departmental stationery or the form provided by the Career Planning and Placement Center (if the student is opening a placement file). The Academic Information Center provides a list of guidelines for writing recommendations for students applying to graduate programs. Letters are generally one typed page and contain the following information:

1. Your relationship to the applicant and length of time you have known him or her.

2. *Specific* details about the applicant's skills, past work for you, or present job responsibilities — strengths or weaknesses, any unusual aspects that might contribute to or hinder the applicant's performance, evidence of energy level, and motivation. Be vivid and concrete but do not exaggerate or inflate. You want to make the student stand out to the degree he or she deserves, but you also have to preserve your credibility as a recommender.

3. Comments on how the above information relates to the student's choice of graduate program or job opening. When writing to a prospective employer, if your relationship with the student has been one of teacher, it is best to try and translate academic skills to business skills (e.g. a student's ability to use library facilities for independent research demonstrates curiosity, initiative, and the capacity to work alone). ***Stress the potential of the individual and why they are qualified for the job or admission to a graduate program.***

4. Your title and telephone number or address where you can be reached.

Be sure to keep a copy of the letter for your files. Employers may call to clarify information, the same student may come back to ask for another letter, or it may help you get started when you have to do one for somebody else. Also ask the student to let you know how he or she did. Although the results will not be a clear indication of whether your letter helped, good news will keep up your motivation; the student will also appreciate your interest.

Writing letters of recommendation can be time consuming, but with practice you will soon develop your style and system. Remember too that to be where you are, others obviously went to the same trouble for you; this is your chance to reciprocate.

6. TA-Faculty Relationships

Part of a TA's job is to act as a catalyst between the professor and the students. This means that he or she must have good communication with both parties. Try to get to know the professor and meet on a regular basis to discuss the course, your section and any problems that might be occuring. Start before the course begins. Set up a meeting to discuss the course goals and procedures, the evaluation process, and grading policies. This is the time to have your responsibilities clearly defined and understood. This is also the time to present your ideas and suggestions for course improvement. Suggest new ways to evaluate or involve the students and be ready to take responsibility for their implementation. You may know of some useful demonstrations or audio-visual aids. Offer to lecture on special topics and outline possible topics for section.

Since professors vary a great deal in their level of interest in and their approach to a given topic within the course material, it is unlikely that they will cover all the material from all angles. You should be able to spot the holes and be ready to fill them. For example, if a professor is long on theory and short on examples, your sections should focus on the concrete. On the other hand, if the lectures are very focused and appear unconnected, you should stress the integration of different topics and the implications of one topic for another. When deciding how to best enhance the professor's lecture style, it is often useful to talk to former TAs and to read the course evaluations from previous years. These will let you know what has been tried in the past, what has succeeded, and what has failed.

If the professor is not concerned with student evaluations, at least try to arrange to get student feedback on your own teaching, first at midterm and then at the end of the quarter. If students have constructive criticism of the course but will not voice it directly, talk with the professor about their complaints but keep the students anonymous. Confidences from both students and professor must be respected.

Be as honest and tactful as possible when discussing a course with the professor in charge. Professors want to have their courses succeed and are usually open to constructive criticism. As experienced teachers, they also have much to offer a TA who is interested in learning to teach. Try to get helpful criticism from them whenever possible.

G. TEACHING AND YOUR PROFESSIONAL FUTURE

Satisfying as teaching can be in its own right, it is becoming increasingly important to Ph.D.s seeking their first academic position. Even at research universities such as Stanford, search committees are looking for candidates who combine outstanding scholarly credentials with evidence of teaching ability. In fact, appointment papers at Stanford now specifically include a section in which the candidate's promise as a teacher must be documented. In these days of five-figure tuition and student consumerism, colleges and universities cannot afford to provide inadequate levels of instruction.

When you apply for an academic position, you typically will be asked to include a curriculum vitae and three or more letters of recommendation. A vita should list the courses you have taught or TAed and those you are prepared to teach, but this by itself is not very informative. You can increase the significance of your teaching experience by making sure that at least one of your faculty letters comments on it. This will not happen automatically; you have to plan in advance to make it happen. To aid you in this planning, here are five bits of advice:

1. Make sure your faculty supervisors are aware of your future intentions regarding letters of recommendation.

2. Be visible. Your professors cannot praise your teaching ability if they never see or hear of it. If you give some lectures, try to arrange for the professor to be present. (This may be difficult, since you may lecture to cover for a traveling professor. If this happens to you, tape or videotape your lecture and ask the professor to listen to or view it.) If you mainly lead discussion sections, arrange for an observation. At the very least, spend some time discussing the course and your contributions to it with the professor, making sure that you convey your enthusiasm and mention your good ideas (i.e., do not just talk about your problems).

3. Show evidence of organization and efficiency. Most graduate students approach their initial teaching assignment enthusiastically. They are willing to devote a great deal of time and effort toward making their class intellectually stimulating. This kind of enthusiasm makes teaching and learning exciting, but remember not to neglect your own graduate work. It too is important. Learn to budget your time carefully; the need to do so will probably stay with you for the rest of your academic life. Your future job will probably require a number of things besides teaching, and you will only be able to accomplish this by developing an organized and efficient approach toward your classes. Therefore, you should realize that your faculty supervisor may not be impressed by the simple fact that you spend a great deal of time on your course or section (in fact, you may make a very bad impression in this way); the best way to make a good impression is to show that you can juggle both the teaching and your own work. Be as systematic as possible in things like classroom preparation and grading. Keep your outlines, notes, prepared discussion topics, classroom handouts, etc. in proper files; when the time comes to evaluate your performance (i.e., when the professor is writing that letter of recommendation) you can make these files available.

4. Make the most of your class evaluations. They can help you learn more about yourself and become a better teacher. But these evaluations can serve another purpose — to allow other people to judge how good you are. Many graduate students design their own evaluation forms, but you might also want to use a standard form to provide meaningful numerical data for a future letter of recommendation. (See Appendix B.)

5. Take advantage of the Center for Teaching and Learning's videotape service. An increasing number of schools request actual evidence of teaching ability; a tape of your class is one way to document your competence. Consider being taped more than once: to judge your progress as an instructor and to be able to select an example of your teaching at its best.

Remember too that if you make the "short list" (list of final candidates) at a college or university where you have applied for a position, your teaching may be directly or indirectly tested. That is, you may have to present a seminar or give a talk or you may be asked, in the course of the on-campus interview, to describe in some detail the design of a course that you would be prepared to teach. In either case, if you have taught or used the opportunity to improve your skills, you are much more likely to appear confident. Your publications or dissertation will also be crucial, of course, but search committee members often comment that it is the job talk or interview that makes the greatest impression and serves to separate the candidates.

Once you find your first academic position, previous teaching experience will continue to serve you well. New assistant professors are expected to assume and be successful at multiple roles — teacher, researcher, university citizen (committee work) — very quickly. If you already know how to prepare courses, deliver lectures, conduct discussions, and all the rest, then you will have more time for publishing and university service.

Later, when you go for tenure, teaching — together with research — will again be the major determinant of your success. This is true at Stanford in the sense that even a brilliant young scholar is now expected to be adequate in his or her teaching. In 1980-81 the *Daily* reported on at least two assistant professors up for tenure at Stanford who complained that they had been turned down in spite of scholarly success because their teaching had not been good enough.

If you do not stay in academia, teaching will still have been a valuable experience. The more responsible a job you hold anywhere, the more likely that you will need effective self-presentation and interpersonal skills. These are precisely the areas which successful teaching requires that you develop.

III. Additional Teaching Resources

Besides the Center for Teaching and Learning, you will want to be acquainted with the following offices or resources on campus that may directly or indirectly enhance your effectiveness as a teacher.

1. Archives

a. The Archive of Recorded Sound (Ext. 7-9312; Braun Music Center) has historical recordings (such as speeches by Roosevelt or Churchill), dramatic readings, interviews, and other unique oral documents that are available for classroom use. Although none of the original recordings can leave the archive, the staff will make loan copies for you to take to the classroom.

b. Hoover Institution Archives (Ext. 7-3563; Hoover Memorial Building) have a uniquely rich collection of original documents on the 20th century that could afford your students exposure to working with primary sources. The archives also include an extensive photography collection (copies of the photographs are available for purchase) that you might search for interesting instructional material.

c. The University Archives (Ext. 7-2952; 3rd floor, west wing, Old Green Library) also have original documents, photographs, and ephemera, all related to the University or the Stanford family.

2. Audio-Visual Equipment

Projectors, screens, tape recorders, etc. are available from **University Events and Services** (Ext. 7-2285; Press Courtyard). Since there is a charge for rental of the equipment or any necessary operator, you would do well to check first within your department on its resources. Reservations have to be made for the equipment about two weeks in advance of use.

3. Classrooms

If you are teaching a seminar and they have put you in a lecture hall, you *may* be able to make a change by calling **Room Scheduling** (Ext. 7-2045; first floor, Old Union). You will increase your chances if you call as early in the quarter as possible. If no seminar rooms are available, you might inquire into using a meeting room in one of the dorms; check with the dorm's central office.

4. Films and Filmstrips

The University's collection of films is housed on the first floor of Meyer Library, Ext. 7-0566 (**Audio-Visual Services**). These films are available on a loan basis to faculty and TAs.

To order films not in Stanford's collection, you may consult the **Film Rental Service** (Ext. 7-9769, second floor, Meyer Library). Orders must be in writing and submitted 2-3 weeks in advance of when you want to use the material. Films are rented for a 24-hour period. You will be notified when your film has arrived, and you may pick it up from the loan desk at Meyer Library. Since there are rental fees for the films, you should always check first with your department both to see what its own holdings are and whether there are funds for the fees. A handling charge of $20.00 is assessed for each film. The hours of the Film Rental Service are 10:00 a.m. - 12:00 p.m., Monday through Friday.

5. Libraries

You may want to acquaint your students with a 3-credit course offered each quarter on "Library Resources and Research Methods" (see *Courses and Degrees* for details). You can also arrange Meyer Library tours for your class by calling Ext. 7-4983 and asking for the coordinator of bibliographic instruction or you can request special orientations at Green Library by calling the curator in your field.

6. Maps

Maps suitable for classroom use are available from the **Central Map Collection** (Ext. 7-1811; second floor, west wing, Green Library). This office is also willing to arrange purchase of maps that you need but which are not currently in their collection.

7. Museum of Art

Stanford's museum, on Lomita Dr., has a rich collection of paintings, artifacts, and sculpture that could supplement a wide variety of student coursework. You can arrange for special tours or lecture presentations by calling Ext. 7-3469.

8. Music

a. The Music Library (Ext. 7-1211; Braun Music Center) can loan records for up to two weeks for research or classroom use; only faculty are allowed this privilege, however, so TAs would have to have a proxy card from the course professor.

b. Meyer Audio-Visual Services (Ext. 7-0566; first floor, Meyer) has records that can be borrowed overnight for classroom use or put on reserve for students to listen to.

(You would follow the same procedures as you would for putting a book on reserve.) Take-out privileges here are also limited to faculty.

9. Slides and Overheads

a. For production of slides and overheads, you can use **Word Graphics** (Ext. 7-4811; 560 Panama), **Visual Art Services** (Ext. 7-7227; Medical Center, L002) or **Mary Gibb in the Art Department Slide Library** (Ext. 7-3320; Cummings Art Building). All of these offices can help design original materials as well as produce slides from other sources; all charge fees.

b. The **Audio-Visual Services section of Meyer** (Ext. 7-0566; first floor) has a collection of slides that can be borrowed by faculty.

10. TA Handbooks

Since several departments have produced handbooks for their TAs, you should check to see if any copies are available to you. They are likely to cover courses and issues peculiar to your field.

11. Teaching Methods Course

Several departments also sponsor courses to prepare their TAs for future or current teaching responsibilities. Check the *Time Schedule, Courses and Degrees*, or the Center for Teaching and Learning for details. For nonnative speakers of English, there is a specifically designed course, Linguistics 692, Speaking and Teaching in English, cosponsored by CTL and the Linguistics Department. For more information, please call Linguistics at 7-3636.

12. Tutoring Services

You will sometimes run into students who want or need more help on their coursework than you as the TA or professor can reasonably give them. In that case, you can refer them to the Center for Teaching and Learning where they can be assigned a trained peer tutor, at no cost to them, for any coursework except writing or Human Biology. Over one dozen other tutoring services also exist on campus to serve a variety of student needs. We have listed below all those that we are aware of:

Chemistry Reaction Center (CRC)
S.G. Mudd Building 497-9518
Drop-in tutoring in Chemistry.

Chicanos in Health Education (CHE)
El Centro
Peer tutoring for students in health education.

Chicano Pre-Med. Society.
Peer tutoring.

Disabled Students Services
323 Old Union 497-1039
Provides a wide variety of services to disabled students.

English Department Drop-in Tutoring
Building 50 497-2631
Open to all Stanford students needing help with writing skills.

Human Biology Learning Assistance Program
Building 80 497-3693
Provides tutoring assistance in Human Biology 2A, 3A, and 4A.

Human Biology Writing Project
Building 80 497-3693
Provides writing help for students in Human Biology core courses.

Physics Reference Frame
Varian Building 497-3395
Drop-in tutoring in Physics.

Society of Black Scientists & Engineers (SBSE)
Terman 202 497-9107
Peer tutoring for science and Engineering students.

Stanford Black Pre-Medical Society
Peer tutoring.

Stanford Society of Chicano Engineers and Scientists
Terman 202 497-9107
Peer tutoring for Engineering and science students.

Statistical Consulting Service
Sequoia Building 497-1048
Drop-in tutoring in Statistics.

Structured Liberal Education (SLE)
Florence Moore Hall 497-4205
For SLE students only.

Tau Beta Pi
Terman
Drop-in tutoring for Engineering students.

13. Videotaping and Videotapes

You can arrange to have your teaching or classroom activities of your students — such as presentations, plays, or simulations — taped by calling the **Center for Teaching and Learning** (Ext. 7-1326; 123 Meyer Library). The Center will also arrange for playback to you or the class.

The **Stanford Libraries** are building a modest collection of commercially produced videotapes. Playback equipment for them is located in the Audio-Visual Services section of Meyer (first floor); the staff there can also discuss their video holdings with you.

IV.
Appendices

A. TEACHING AWARDS

Several schools and departments at Stanford make annual awards in recognition of superior teaching. There is, in addition, the University-wide Walter J. Gores Award presented each year at graduation to one senior faculty member or member of the adjunct faculty, one junior faculty member or member of the academic staff, and one teaching fellow or teaching assistant — all in recognition of teaching excellence. We are pleased to list the winners thus far of this distinguished award:

First Presentation 1970-71:

John G. Gurley, Professor of Economics
Jerry A. Irish, Assistant Professor of Religious Studies
James F. Dice, Jr., Graduate Student and Teaching Assistant in Human Biology
Louis Padulo, Visiting Associate Professor of Electrical Engineering

1971-72:

J. Dirk Walecka, Professor of Physics
Mary V. Sunseri, Associate Professor of Mathematics
Kung-yi Kao, Assistant Professor of Chinese
Lynell G. Burmark, Graduate Student in French

1972-73:

Norman K. Wessells, Professor of Biology
Hans Andersen, Assistant Professor of Chemistry
Martin Bresnick, Lecturer in Music
Jane McLelland, Teaching Assistant in Humanities

1973-74:

Alexander Fetter, Professor of Physics
Ann MacMahon, Assistant Professor of Biology
Susan Henning, Resident Fellow in Pediatrics and Teaching Assistant/Lecturer in Human Biology

1974-75:

William L. Rivers, Paul C. Edwards Professor of Communication
Harry Harding, Jr., Assistant Professor of Political Science
Roger Freedman, Teaching Assistant in Physics

1975-76:

Antony E. Raubitschek, Sadie Dernham Patek Professor of Classics
Nannerl Keohane, Assistant Professor of Political Science
Christopher Canellos, Teaching Assistant in Mathematics
William "Bert" King, Teaching Assistant in Humanities

1976-77:

Anthony Amsterdam, Professor of Law
H. Craig Heller, Assistant Professor of Biology
Jonathan Perry Reider, Teaching Assistant, Graduate Special Programs

1977-78:

George L. Bach, Frank E. Buck Professor, Graduate School of Business
Jeffrey Wine, Assistant Professor of Psychology
Robert L. Dorit, Teaching Assistant, Human Biology Program

1978-79:

William A. Little, Professor of Physics
Nelee Langmuir, Lecturer in French
James Lindesay, Teaching Assistant, Physics

1979-80:

Eleanor E. Maccoby, Professor of Psychology
Henry E. Riggs, Adjunct Professor and Chairman of Industrial Engineering
John Willison, Teaching Assistant, Physics

1980-81:

Eleanor Prosser, Professor of Drama
Gilbert Masters, Adjunct Professor of Civil Engineering
Scott Raybuck, Teaching Assistant, Chemistry

1981-82:

Roy Maffly, Professor, School of Medicine
Edward Spofford, Adjunct Professor of Classics
Jack Prostko, Teaching Assistant, English

1982-83:

Albert J. Guerard, Professor of English
William Durham, Assistant Professor of Anthropology
James Steyer, Teaching Assistant, Political Science

1983-84

Sanford Dornbusch, Professor of Sociology
Condoleezza Rice, Assistant Professor of Political Science
Naushad Forbes, Teaching Assistant, Industrial Engineering and Engineering Management

1984-85

Hubert R. Marshall, Professor of Political Science
Regenia A. Gagnier, Assistant Professor of English
Steven Fuller, Graduate Student in German Studies

B. CENTER FOR TEACHING AND LEARNING STUDENT EVALUATION FORMS FOR TAs

DISCUSSION SECTION EVALUATION QUESTIONNAIRE

Students:

Please take the time to fill out this questionnaire thoughtfully. The information will be used by your TA to ascertain how the discussion section is progressing and to let him/her know which aspects are particularly good and which aspects need improvement.

Name of TA _____ Section/Time _____

RATE YOUR TA ON THE FOLLOWING BY CIRCLING ONE NUMBER IN EACH ROW. 'NA' INDICATES NOT APPLICABLE.	much below average (poor)			average			much above average (excellent)	
(1) is well prepared for section.	1	2	3	4	5	6	7	NA
(2) presents his/her material with clarity.	1	2	3	4	5	6	7	NA
(3) provides helpful comments on homework assignments, papers, exams, etc.	1	2	3	4	5	6	7	NA
(4) adjusts the pace of the section to the students' level of understanding.	1	2	3	4	5	6	7	NA
(5) is responsive to students' questions.	1	2	3	4	5	6	7	NA
(6) effectively directs & stimulates discussion	1	2	3	4	5	6	7	NA
(7) selects examples to illustrate points.	1	2	3	4	5	6	7	NA
(8) avoids being sidetracked.	1	2	3	4	5	6	7	NA
(9) imparts enthusiasm for the subject.	1	2	3	4	5	6	7	NA
(10) is tolerant of differing opinions expressed in section.	1	2	3	4	5	6	7	NA
(11) value of section handouts (if any).	1	2	3	4	5	6	7	NA
(12) availability of TA outside class.	1	2	3	4	5	6	7	NA
(13) TA's overall classroom performance.	1	2	3	4	5	6	7	NA
(14) Your attendance has been approximately ____% of the sections. Please explain if less than 80%.								
Optional questions (to be designated by the TA at the time of the survey).								
(15)	1	2	3	4	5	6	7	NA
(16)	1	2	3	4	5	6	7	NA
(17)	1	2	3	4	5	6	7	NA
(18)	1	2	3	4	5	6	7	NA

(OVER PLEASE)

35

(1) How well did your TA keep pace with and relate section material to the ideas presented in lecture?

(2) How successfully did your TA blend open discussion with prepared presentation?

(3) Which discussions were the most beneficial? Least beneficial? Is there any material on which you are still unclear?

(4) Did you feel free to join in discussions? Explain.

(5) What were the best things about this section?

(6) What were the worst things about this section? How would you suggest improving them?

(7) Would you recommend this TA's section to a friend? Why/why not?

(8) Other comments (about the course, professor, sections, TA, this form, etc.).

(9) Optional questions (to be designated by your TA at the time of the survey):

(10)

(11)

LANGUAGE SECTION EVALUATION QUESTIONNAIRE

Students:

Please take the time to fill out this questionnaire thoughtfully. The information will be used by your T.A. to ascertain how the class is progressing and to let him/her know which aspects are particularly good and which aspects need improvement.

Name of T.A._____ Section/time_____

RATE YOUR TA ON THE FOLLOWING BY CIRCLING ONE NUMBER IN EACH ROW. 'NA' INDICATES NOT APPLICABLE.	much below average poor			average			much above average (excellent)	
(1) is well prepared for class.	1	2	3	4	5	6	7	NA
(2) presents his/her material with clarity.	1	2	3	4	5	6	7	NA
(3) provides helpful comments on homework assignments, papers, exams, etc.	1	2	3	4	5	6	7	NA
(4) demonstrates practical knowledge of course material.	1	2	3	4	5	6	7	NA
(5) adjusts the pace of the class to the students' level of understanding.	1	2	3	4	5	6	7	NA
(6) is responsive to students' questions.	1	2	3	4	5	6	7	NA
(7) uses visual aids (blackboards, etc.) to enhance classroom presentations	1	2	3	4	5	6	7	NA
(8) selects examples to illustrate points	1	2	3	4	5	6	7	NA
(9) avoids being sidetracked	1	2	3	4	5	6	7	NA
(10) imparts enthusiasm for the subject	1	2	3	4	5	6	7	NA
(11) helps students build confidence in using a foreign language	1	2	3	4	5	6	7	NA
(12) value of class handouts (if any).	1	2	3	4	5	6	7	NA
(13) availability of your T.A. outside class.	1	2	3	4	5	6	7	NA
(14) T.A's overall classroom performance	1	2	3	4	5	6	7	NA
(15) Your attendance has been approximately ____% of the section. Explain if less than 80%.								
Optional questions (to be designated by the T.A. at the time of the survey.)								
(16)	1	2	3	4	5	6	7	NA
(17)	1	2	3	4	5	6	7	NA
(18)	1	2	3	4	5	6	7	NA
(19)	1	2	3	4	5	6	7	NA

(PLEASE TURN OVER AND COMPLETE OTHER SIDE.)

(1) Did your TA have mannerisms or habits which tended to interfere with his/her teaching? If so, please specify.

(2) What were the best things about this class?

(3) What were the worst things about this class? How would you suggest improving them?

(4) Would you recommend this T.A.'s class to a friend? Why/why not?

(5) Other comments (about the course, professor, sections, T.A., this form, etc.).

Optional questions (to be designated by your T.A. at the time of the survey):

(6)

(7)

(8)

LABORATORY SECTION EVALUATION QUESTIONNAIRE

Students:

Please take the time to fill out this questionnaire thoughtfully. The information will be used by your T.A. to ascertain how the laboratory section is progressing and to let him/her know which aspects are particularly good and which aspects need improvement.

Name of T.A._____ Section/time_____

RATE YOUR TA ON THE FOLLOWING BY CIRCLING ONE NUMBER IN EACH ROW. 'NA' INDICATES NOT APPLICABLE.	much below average (poor)			average			much above average (excellent)	
(1) is well prepared for lab.	1	2	3	4	5	6	7	NA
(2) presents his/her material with clarity	1	2	3	4	5	6	7	NA
(3) provides helpful comments on lab reports, homework assignments, exams, etc.	1	2	3	4	5	6	7	NA
(4) allows room for student creativity in the lab.	1	2	3	4	5	6	7	NA
(5) gives explanations appropriate to the students' level of understanding.	1	2	3	4	5	6	7	NA
(6) selects helpful examples to illustrate application of theory.	1	2	3	4	5	6	7	NA
(7) is responsive to students' questions.	1	2	3	4	5	6	7	NA
(8) provides helpful comments on lab technique.	1	2	3	4	5	6	7	NA
(9) imparts enthusiasm for the subject.	1	2	3	4	5	6	7	NA
(10) value of TA's lab handouts (if any).	1	2	3	4	5	6	7	NA
(11) availability of your T.A. outside lab.	1	2	3	4	5	6	7	NA
(12) fairness of grading of lab reports.	1	2	3	4	5	6	7	NA
(13) T.A.'s overall classroom performance	1	2	3	4	5	6	7	NA
(14) Your attendance has been approximately ____% of the section. Explain if less than 80%.								
Optional questions (to be designated by the T.A. at the time of the survey.								
(15)	1	2	3	4	5	6	7	NA
(16)	1	2	3	4	5	6	7	NA
(17)	1	2	3	4	5	6	7	NA
(18)	1	2	3	4	5	6	7	NA

(PLEASE TURN OVER AND COMPLETE OTHER SIDE.)

(1) How well did your T.A. keep pace with and relate lab material to the ideas presented in lecture?

(2) Which experiments were the most beneficial? Least beneficial? Is there any material on which you are still unclear?

(3) Did you feel free to ask your TA for help? Explain.

(4) Did your T.A. provide adequate personal assistance during and outside the lab? How often did you seek help? Explain.

(5) Did your T.A. have mannerisms or habits which tended to interfere with his/her teaching? If so, please specify.

(6) What were the best things about this lab?

(7) What were the worst things about this lab? How would you suggest improving them?

(8) Would you recommend this T.A.'s lab to a friend? Why/why not?

(9) Other comments (about the course, professor, sections, T.A., this form, etc.)

Optional questions (to be designated by your T.A. at the time of this survey):

(10)

(11)

(12)

C. HONOR CODE

A. The Honor Code is an undertaking of the students, individually and collectively:
   (1) that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
   (2) that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.

B. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.

C. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

INTERPRETATIONS AND APPLICATIONS OF THE HONOR CODE

1. General

   (a) The Honor Code is agreed to by every student who registers at Stanford University and by every instructor who accepts an appointment.

   (b) The Honor Code provides a standard of honesty and declares that compliance with that standard is to be expected. It does not contemplate that the standard will be self-enforcing but calls on students, faculty, and administration to encourage compliance and to take reasonable steps to discourage violations. If violations occur, procedures are prescribed by the Legislative and Judicial Charter. However, the Honor Code depends for its effectiveness primarily on the individual and collective desire of all members of the community to prevent and deter violations rather than on proceedings to impose penalties after violations have occurred.

   (c) It must be understood that the individual and collective responsibility of the students for upholding the Honor Code (including so-called third-party responsibility) was not imposed upon the students by the administration or the faculty but was assumed by the students at their own request. Without such student responsibility, the Honor Code cannot be effectively maintained.

   (d) In interpreting and applying the general provisions of the Honor Code, it should be kept in mind that although primary responsibility for making the Code effective rests with the students, faculty cooperation is essential, since the faculty sets the academic requirements which students are to meet. The faculty should endeavor to avoid academic requirements and procedures which place honorable and conscientious students at a disadvantage. The faculty also should be ready and willing to consult with students and should be responsive to their suggestions in these matters.

2. **Specific Interpretations and Applications**

   (a) *Third-party responsibility*

   A primary responsibility assumed by students is to discourage violations of the Honor Code by others. Various methods are possible. Drawing attention to a suspected violation may stop it. Moral suasion may be effective. Initiating formal procedures is a necessary and obligatory remedy when other methods are inappropriate or have failed. Faculty members have like responsibilities when suspected violations come to their attention.

   (b) *"Proctoring"*

   Proctoring means being present in the examination room for the purpose of preventing dishonesty. The prohibition against proctoring should not be construed to prohibit the instructor from visiting the examination room briefly to answer questions or to make announcements (*e.g.*, about the time remaining for completion). Nor does it prohibit the instructor from visiting the examination room in response to specific prior reports from students that cheating has been observed to investigate the basis for such reports.

   (c) *"Unusual and unreasonable precautions"*

   In interpreting and applying this provision, consideration should be given to standard procedures which are customary at Stanford and the need for cooperation between students and faculty in making the Honor Code effective. The following situations are cited as examples.

   An instructor should not require students to identify themselves before being admitted to an examination room, or require students to submit in advance to being searched for notes or other materials, or maintain surveillance upon students who leave the examination room. Nor should the instructor take deliberate steps to invite dishonesty in order to entrap students. Procedures of this kind would be unusual and unreasonable.

   On the other hand, an instructor may

require copies of an examination or test to be returned after the examination. When possible, alternate seating should be provided and used for all examinations. To avoid controversy in any rereading or regrading of students' work, the instructor may take measures by which the original work may be clearly identified. An instructor who requires students to make up a missed test or examination may administer a different test or examination of equivalent range and difficulty. Such procedures are not to be construed as unusual or unreasonable.

(d) *"Procedures that create temptations to violate the Honor Code"*

Although students are expected to resist temptations to cheat, the faculty should endeavor to minimize inducements to dishonesty. Examples of undesirable procedures include the following: failure to give clear directions and instructions concerning course requirements; treating required work casually as if it were unimportant; carelessness or inconsistency in maintaining security of examinations or tests; reusing an examination which is neither kept secure from public exposure nor made available to all students. If take-home examinations are given, they should not be closed-book examinations, nor should there be a specified time limit less than the full period between the distribution of the examination and its due date. Such procedures place honorable and conscientious students in a difficult position and often at a disadvantage.

(e) *Penalty grading*

Under the Legislative and Judicial Charter, students are not to be penalized for violations of the Honor Code without notice, hearing, and adjudication, as therein provided. An instructor may not, therefore, lower a student's grade on the grounds of dishonesty in the absence of such formal proceedings unless the student is informed and gives consent. An instructor who suspects dishonesty may, with the student's consent, request that the work be redone and resubmitted, giving a grade on the resubmitted work.

(f) *Taking tests outside the examination room*

Provided that alternate seats are available, tests will be taken from the classroom only with the consent of the instructor. (Adopted by student referendum as an addition to the Honor Code in 1955.)

As amended and adopted by the Student Conduct Legislative Council, April, 1977.

D. SEXUAL HARASSMENT POLICY

It is the policy of Stanford University to maintain the University community, as place of work and study for staff, faculty and students, free of sexual harassment and all forms of sexual intimidation and exploitation. All students, staff, and faculty should be aware both that the University is concerned and prepared to take action to prevent and correct such behavior, and that individuals who engage in such behavior are subject to discipline. Conduct between students is governed by the Fundamental Standard.

The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may be described generally as repeated and unwanted sexual behavior, such as physical contact and verbal comments or suggestions, which adversely affects the working or learning environment. Coercive behavior, including suggestions that academic or employment reprisals or rewards will follow the refusal or granting of sexual favors, constitutes gross misconduct and will not be tolerated. In such cases, a single incident would establish grounds for action.

Anyone who is subjected to offensive sexual behavior is encouraged to pursue the matter through the informal or formal procedures described below. Generally the informal procedures afford an opportunity to explore a problem and consider alternative means for its resolution.

INFORMAL PROCEDURES

1. The Ombudsman's Office Procedure

Without feeling constrained by specific definitions, faculty, staff, and students should feel free to make complaints concerning allegations of sexual harassment to the Office of the Ombudsman. If requested, complaints will be held in confidence, and counselling will be provided by the Ombudsman's office. No investigation or action against the person accused will be taken on behalf of the person complaining, however, unless the complainant consents to be indentified to the one accused in connection with the investigation.

On the request of the person making the complaint, the Ombudsman will consult with the designate of the Provost (in the case of a member of the faculty or academic staff charged with sexual harassment); the Vice President responsible for the employee's working area (in the case of a staff member charged with sexual harassment); or the Office of the Dean of Students (when the person accused is a student).

Appropriate sanctions or other corrective measures will be decided upon by these officials, if it is determined by them that proscribed behavior has occurred. As in any other case in which official action is taken, if an accused employee disagrees with the determination or the appropriateness of the corrective measures, that individual may contest them through the regular faculty or staff grievance procedures. In the case of students, if corrective measures are not accepted by the student, or if

disciplinary action is considered approriate, the student judiciary process will be followed.

2. Other Informal Processes

Staff complaints may also be brought to an Employee Relations Representative in the Personnel Office for informal handling, in which the procedure will resemble that for the Ombudsman's Office described above. Requests for confidentiality will be observed by Employee Relations Representatives to the extent consistent with protecting the welfare of other employees.

All employees should also feel free to discuss sexual harassment problems directly with their immediate supervisors, or with the next-level supervisors (including department chairs and deans in the case of faculty and academic staff), and ultimately with the cognizant vice president, if the situation has not been resolved to the satisfaction of the complainant. Supervisors have general responsibility for the maintenance of the working environment, and have the authority to institute disciplinary procedures when appropriate.

Similarly, students may wish to consult directly with the Office of the Dean of Students, with the supervisor of the person complained of, or, for support and advice, with the Title IX officer (Sally Mahoney, Registrar and Associate Provost), their advisors, resident assistant, or a counsellor at Cowell.

FORMAL GRIEVANCE PROCEDURES

Depending on the University position of the individual who feels he or she has been sexually harassed and the particular circumstances, one of the established formal grievance procedures for faculty, staff, and students may also apply. In those cases, the formal procedures may be used either instead of or in conjunction with the informal procedures. Informal procedures will *not*, however, extend the normal time limit for making formal complaint. If the individual concerned wishes to pursue the grievance, he or she should be sure to check the rules for the applicable procedure and file on time.

Formal grievance procedures at Stanford are listed below:

Non-academic Staff Grievance Procedure (see University Guide Memo 22.10)

Collective Bargaining Agreement for unit members

Academic Staff Grievance Procedure (see Academic Staff Handbook)

Faculty Grievance Procedure (see University Guide Memo 21.4)

Student Academic Grievance Procedure (see Stanford University Bulletin, Information and Regulations Governing Student Conduct and Procedures for Their Enforcement)

Student Employee Grievance Procedure (see University Guide Memo 61)

Student Non-Academic Grievance Procedure pursuant to Title IX (consult Sally Mahoney, Associate Provost and Registrar)

January 1981

V.
Short Bibliography on College Teaching

All of the works listed below are available to members of the Stanford community in the Center for Teaching and Learning library.

Axelrod, Joseph. *The University Teacher as Artist.* San Francisco: Jossey-Bass Publishers, 1976. An examination of prototypes for teaching in the humanities and an appeal for those types that reflect an artistic, rather than a craftsmanlike, concept of the professor's work.

Eble, Kenneth E. *The Craft of Teaching: A Guide to Mastering the Professor's Art.* San Francisco: Jossey-Bass Publishers, 1976. Eble reflects on the profession of teaching and gives what he considers to be "realistic" advice for improving teaching effectiveness.

Ericksen, Stanford C. *The Essence of Good Teaching.* San Francisco: Jossey-Bass Publishers, 1984. A well written introduction to better teaching methods that pays particular attention to student learning and motivation. The book reflects Ericksen's long years as director of the Center for Research on Learning and Teaching at the University of Michigan.

Fuhrmann, Barbara Schneider and Grasha, Anthony F. *A Practical Handbook for College Teachers.* Boston: Little, Brown and Company, 1983. One of the best and most thorough of several recent books on university teaching, this work includes both a review of some of the most pertinent research and very practical suggestions.

Hill, William Fawcett. *Learning Thru Discussion.* Rev. ed. Beverly Hills, CA: Sage Publications, 1969. If you want to learn how to lead discussion sections more effectively, this short book is especially helpful.

Lowman, Joseph. *Mastering the Techniques of Teaching.* San Francisco: Jossey-Bass Publishers, 1984. Another excellent, recent, general introduction to university teaching. He stresses the skills than an instructor must learn to excel in both the presentation of material and in establishing rapport with students.

Mager, Robert F. *Preparing Instructional Objectives.* 2nd ed. Belmont, CA: Fearon Publishers, Inc., 1975. Mager tells you how to organize a course, section, or lab around behaviorally stated objectives that allow you to measure the success of your sections.

McKeachie, William J. *Teaching Tips: A Guidebook for the Beginning College Teacher.* 7th ed. Lexington, MA: D.C. Heath and Company, 1978. Although this book does contain suggestions for lectures, labs, office hours, etc., it is most interesting because of the reports it contains on the effectiveness of various teaching methods.

FREQUENTLY CALLED NUMBERS

497-9312 Archive of Recorded Sound
Braun Music Center

497-3320 Art Department Slide Library
Cummings Art Building

497-1326 Center for Teaching and Learning (CTL)
123 Meyer Library

497-4054 Central Map Collection
Green Library, second floor, west wing

497-3785 Counseling and Psychological Services (CAPS)
Huston House

497-1039 Disabled Student Services
Old Union 323

497-2631 English Department Tutorial Center
Building 50

497-9769 Film Rental Service (records too)
Meyer Library, second floor

497-3563 Hoover Institution Archives
Hoover Memorial Building

497-2745 Language Laboratory
Meyer Library, first floor

497-2201 Meyer Undergraduate Library Reserve Desk

497-3469 Museum of Art (Educational Programs)
Lomita Drive

497-1211 Music Library
Braun Music Center

497-3682 Ombudsman's Office
Building 260, Room 261

497-2041 Registrar's Office
Old Union

497-2045 Room Scheduling
Registrar's Office
Old Union

497-2952 Stanford University Archives
Old Green Library, third floor, West Wing

497-2719 Stanford University Course Evaluation Form
Registrar's Office
Old Union

497-2285 University Events and Services (audio-visual equipment for rent)
Press Courtyard

497-7227 Visual Art Services
(production of slides and overheads)
Medical Center, L002

497-4811 Word Graphics (production of slides and overheads)
560 Panama

TEACHING AT STANFORD

Information Update

Page Number	Correction
5	- New phone number for Linguistics Department: 723-3636 - The ARC Building has been renamed Sweet Hall - CTL's new phone number is (415) 723-1326
7	- Room Scheduling is in Room 139, Old Union, 725-1892 or 725-1889. - The Academic Information Center (AIC) is now the Undergraduate Advising Center (UAC).
21	- Copies of the university-wide rating form can be requested from the Registrar's Office, at 725-1889. - Student evaluation questionnaires from CTL are available at 723-1326.
22	- The new phone number for Counseling and Psychological Services (CAPS) is 723-3785.
24	- Disabled Student Services, now called the Disability Resource Center, is in Room 123, Meyer Library. 723-1066.
27	- The Academic Information Center (AIC) is now the Undergraduate Advising Center (UAC).
29	- The Archive of Recorded Sound is at 723-9312. - Hoover Institution Archives: 723-3564. - The University Archives: 723-2952. - Audio-visual Equipment is available from University Events and Services at 723-2285. - Room Scheduling is in Room 139 of the Old Union. 725-1892 or 725-1889. - Audio-Visual Services is located in Meyer Library, 723-0566. - Film rental Services is located in Meyer Library, 723-9769. - Meyer Library Tours can be arranged by phoning 723-4983. - Central Map Collection: 723-4054. - Stanford Museum: 723-4177. - The Music Library: 723-1211.
30	- Word Graphics: 723-4811 - Visual Art Services: 723-7227 - Art Department Slide Library: 723-3320 - Audio Visual Services section of Meyer Library: 723-3320 - Linguistics Department: 723-3636.